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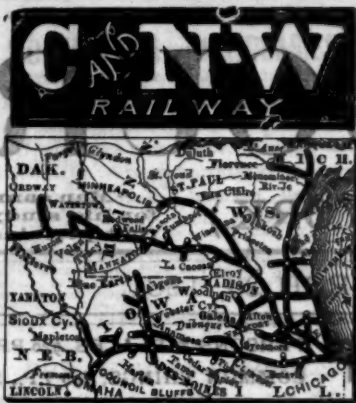
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WE find in an exchange this statement:

"Three school teachers have been elected Presidents of the United States in the persons of Millard Fillmore, Franklin Pierce and James A. Garfield."

This is stated (1) either to encourage the teacher that he might possibly attain to some position of greatness beyond that he now has, or (2) to show that teaching is an honorable profession, inasmuch as the highest in our nation have been drawn from its ranks. Either of these conclusions is illogical, for none of these men have been teachers in the proper sense of the term. They did labor in the school-room, but only until they had raised a little money, and thus fitted themselves for their real business in life. Will Mr. Garfield when he quits the White House go back to the school-house? Of course not, but if he is a lawyer he will go back to his law office. These gentlemen have been teachers as every third man in this country has been a teacher. That is the way they burlesque teaching.

### Knowledge of the Near.

It is no uncommon thing for a boy to learn the productions of India and yet not be able to tell the manufactures of his own village. The plan of nature is often reversed. The distant is studied first and the near last, if at all. Matthew Arnold speaks of this as being no infrequent thing in Scotland, hard headed and wise brained as are the Scotch. The children, learned to define monocotyledonous plants and yet could not distinguish the ash, elm, oak, beech and fir, nor could they tell the difference between, nor recognize a linnet nor a wren, nor name a dozen of the commonest flowers.

The marking down of courses of study, and the calculation of per centages, has given the public the idea that education is synonymous with the acquirement of an amount of information. The fixing of a course of study has done an infinite deal of harm. Subjects should be studied, and even these may be so pursued as to render the advantage a mere verbal one. It is a very curious thing to watch the slow reaction of the public mind against classical study. There was a time when all the knowledge of the world was written in Latin and Greek, and hence it was imperatively necessary to know Latin and Greek in order to get at this knowledge. But, in the course of time this was changed, and our English language contained stores of information; still, if one wanted "to get

an education," he was put at Latin and Greek. When this was somewhat changed, the courses of study were filled with the "pretentious ologies." Mineralogy was studied (rather, is studied) with the book in hand; the pebble, the rock, the paving-stone under the feet, the slate on the roof are passed by and the crystal from a distance is selected if any thing is placed before the eye or put in the hand.

When this dire need of the pupils is brought to the notice of the teacher he excuses himself on the ground that it is not so laid down in the course of study, or that he must prepare his class for examination, or that no matter how wisely he should teach them, if they did not have the knowledge the examiner had fixed on as needful he would be "reported" as a failure. He admits the awkward, illogical, un-educative plan of teaching the far-away, but still adheres to it. In education the great law stands, and must be obeyed: *Proceed from the known to the unknown, from the near to the far.*

### Who Should Teach?

The calling of the teacher is often selected from mere caprice. It is not fitness—it is not a consciousness of a power of usefulness that directs the choice. The persons need occupation and teaching came handy, or rather, the handiest. The long-suffering public opens the school room door yet to every unemployed person—seeming to prefer those who have no settled opinions on any subject. A young man comes out of college with bills unpaid and "hunts up a school;" he calculates that with economy he can wipe out his debt in two or three years, as the case may be, and then he will enter his life occupation. A young woman is obliged to do some thing for a living, or she determines to avail herself of the free board she will have at home, and she seeks the school-room. The patient public swings open the school-room door for her, the children come flocking in, the taxes are collected and paid, and all goes merrily on.

What can this accidental supply do towards meeting the wants of the children? These wants are specific, these wants are founded deep in their natures, and demand a careful and thoughtful consideration. A person may have a general fitness to solve the common problems of life, but why select teaching as the one occupation above all others for him? He knows nothing more about it than any other occupation, and yet he finds the public opening it for him in preference to any thing else. The school-room is his resource when every other door is closed.

And what is remarkable, almost every one will recommend him for this business. The clergyman contributes his share by assuring "all whom it may concern that A. B. is a young man of irreproachable character, and well fitted in his estimation to teach school." The lawyer, the doctor, and every one who knows him (and some who do not) join in the recommendation. The president of the



college, if the young man has been within the sacred walls of an institution where Latin and Greek were pursued for four years, also assures the public of the fitness of the bearer to teach. "So say we all of us."

This business is selected because the person is waiting for the wheel of fate to move; he keeps his eye open for something to turn up; he finally makes up his mind to be a teacher and he becomes a teacher. The public hear of his choice of this occupation with satisfaction; in fact, had he chosen teaching as his calling it would have murmured—that is, if he be at all smart.

"What! going to be a teacher! Now mark my words, you'll be sorry for it. I never knew but one teacher to get rich, and he kept a boarding-school." So said one when an ardent young man determined to give his life to this work.

#### Who Pronounce on the Fitness of Teachers.

It is one of the absurdities of the so-called "school system" that it is no system at all, and the worst feature of it is the mode of deciding on the fitness of the applicant for the position of teacher. In most counties a man is elected for this purpose. The effect of this method has been and always will be disastrous. The only just way is to have educational schools as we have medical schools and theological schools, and let the teachers be selected from the graduates.

The end should come of city, county or state superintendents sitting as judges on the professional attainments of teachers. They can no more do it than they can on the professional attainments of the physician that sets their broken legs. By a careful reading of the reports of the U. S. Commissioners of Education we find the teacher is examined by county authority in Alabama, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin—31 States; examined by town or township authorities in Connecticut, Maine, Massachusetts, Michigan, New Hampshire, Rhode Island—6 States; examined by the State Superintendent in Delaware—1 State; and examined and supervised by the same person in Alabama, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Virginia, Wisconsin—29 States, which is another bad thing in the "system."

PERHAPS some one is saying: "Well, I have taught successfully too. The patrons pronounced it a good school, desired me to teach again; and I never studied the Bible, did not read a chapter during the entire term; but spent my leisure time in playing cards, drinking a social glass, or perhaps reading the *New York Ledger*, *Saturday Night*, *Wandering Jew*, or some other worthless literature." Now, admitting that such a teacher did teach—with seeming success too—government good, pupils progressed well in their studies; but remember if that teacher has failed to study their moral natures, failed to arouse in them aspirations for goodness and purity, he has failed as a teacher, and the profession would be better without him.

A NOBLE BOY.—As I was walking along a street of a large city, I saw an old man, who seemed to be blind, walking along without any one to lead him. He went very slow, feeling with his cane, and was walking straight to the curbstone. Just then a boy, about fourteen years old, who was playing near the corner, left his playmates, ran up to the old man, put his hand through the man's arm, and said, "Let me lead you across the street." By his time there were three or four others watching the boy. He not only helped him over the crossing, but led him over another, to the lower side of the street. Then he ran back to his play. Now, this boy thought he had only done the man a kindness, while I knew that he had made three other persons feel happy and better and more careful to do little kindnesses to those about them. The three or four persons who had stopped to watch the boy turned away with a tender smile on their faces, ready to follow the noble example he had set them.

### THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

#### School Amusements.

Every teacher knows that pupils will tire even of the best kind of teaching. An eloquent address will fatigue if it is too long. To say nothing of the bad air, the glaring light, the bare walls, the monotonous voice of the teacher, the strong likeness to-day has to yesterday, the unattractiveness of the subjects, the repulsiveness of abstract themes to children—there is a protest in the blood of youth against confinement and a demand for amusement. The child that loves to study and does not like to play is an unhealthy being, and ought to be turned out of the school-room and made to play and get rid of his morbidity. The child may restrain his love of play, and should it be expected of him to hate it and give it up?

What can be done to enliven the school-room? What can be done on cloudy, oppressive days to relieve the monotony, the wearing tedium? What can be done to arrest the attention that will wander? What can be done to employ another side of the pupil's nature and rest the one that is wearied? What can be done to throw some jollity into the room and make all happy? These questions have been asked over and over by thousands of teachers. Some let in fun and pleasure at the very time and in the just quantity it is needed, and thus prevent idleness and the breaking of rules. They render the school-room attractive, because the pupil associates delight with it; smiles are seen and not frowns "forever and for aye."

I have selected a few of the various expedients I have used from time to time to enliven the school-room. It has been kept in view that instruction should be imparted (if possible) as well as amusement; still the main thing is amusement.

1. *Organization*.—It is of importance to know how to organize "a meeting," and it employs and amuses too. Let the teacher retire from his chair and put the school into the hands of his pupils. One will rise and call the meeting to order—"I call the meeting to order." After a moment's waiting, he will nominate a chairman—"I nominate \_\_\_\_\_ for chairman of this meeting." Another pupil seconds this nomination—"I second that nomination." The first then puts his motion—"Mr. \_\_\_\_\_ has been nominated for chairman; all in favor of this nomination will please to say 'aye.' Mr. \_\_\_\_\_ is chosen." The chairman then takes the chair and asks for the choosing of a secretary—"Some one will please nominate a secretary." When one is named he calls for votes. ("All in favor of \_\_\_\_\_ for secretary will please to say 'aye.'") He then calls for the business to be transacted—"Gentlemen, what is your pleasure?" Some pupil then names some business, of course suggested by the teacher. This may be grave or gay as is thought best—"The Indian Question," "Why do boys like peanuts?" "Is mince pie unhealthy, etc. After due debate the meeting adjourns. (Some pupil says "I move this meeting do now adjourn;" another says "I second it," and the presiding officer puts it.)

This is susceptible of much variation, and it may be made very interesting. The teacher should teach the rules which govern such bodies—such as those pertaining to amendments, laying on the table, adjourning, etc. A book should be kept and the minutes read. The teacher should be near the chairman to suggest modes of keeping order, but latitude should be allowed; whispering, and even movement, permitted; or else it is school still, and that is what is to be avoided.

2. *A Geography Game*.—This is played as follows:—Sides are chosen, then one side begins by

giving a word, say, New York. The one at the head of the other side "caps" it by saying Kingston—(New York ends with K and Kingston begins with K.) The second pupil on the first side calls out New Bedford, and so the game goes on. If a pupil fails in a certain number of seconds (five generally,) to give a word it is marked as a failure for that side. An umpire must be chosen and strict count kept. Some require the word to be defined as, "sea," "lake," etc., but this retards the game. Some have the words written down by a "scribe." There are many rules of action, but these will be devised by the teacher.

*The Biography Game*.—This is played in somewhat a similar way. The pupils write the names of [distinguished individuals on cards with their own names, and then put them in a box. "Sides" are chosen, and then a card is drawn from the box by each, and the first one of a side tells something about the name on his card; then the first of the other side follows; when one can say nothing he sits down. Of course, there should be a biographical dictionary in the room. By this method a great deal can be learned about individuals that might not otherwise be obtained. I give a few names that were in a game lately: Southey, Captain Smith, Smeaton, Prudhomme, Livy, Durer, Berzelius, Heyne, Amos Lawrence, Andrew Jackson, Thomas Paine, Tarquin, Wellington.

4. *Quotations*.—The teacher may give a quotation and then name a pupil; the pupil named must rise and give one and name some one else, and so the quoting and naming goes on. Some of these may be long, some short, some grave, some gay. The interspersing of comical ones with those of a serious kind will produce a sensation. This game is used at evening parties, and may be very improving as well as entertaining.

Another way of using quotations is as follows: A name is drawn from a box, and this pupil takes the chair, and gives a quotation, as:

"Observed of all observers."

Another rises and says:

"O, what a deal of scorn looks beautiful

In the contempt and anger of his lip."

"Cassio, I love thee," etc.

"He was a man, take him for all in all," etc.

"Hear you this Triton of the minnows?"

"He wears the rose of youth," etc.

"Oh what a noble mind is here," etc.

"Speak to him ladies, see," etc.

"Your name is great in mouths," etc.

These may be made very amusing.

5. *Spelling Down*.—This is a well-known diversion, and need not be described here. It always affords pleasure and may be made profitable.

6. *Anecdotes, Stories, Tales, etc.*—The teacher may tell a "story," or the pupils may select some one of their own number. There are some that have unusual powers of description. The teacher should not force himself upon the pupils, nor if called on, be long-winded, nor attempt to weave in a moral. Usually, I refuse, if asked, because I desire the pupils to learn to amuse themselves.

*Conundrums, etc.*—A good deal of sport may be created by asking for an original conundrum; if this cannot be had, then for a really good one invented by some one else. There are pupils who will treasure up the smart sayings of witty people for such occasions, if they think they will be called on to repeat them.

8. *Riddles*.—There are some beautiful riddles; that on the letter H, for example, long attributed to Lord Byron, and those by Canning. There are pupils who invent riddles and enigmas, and who will produce them if encouraged.

9. *Funny Sayings*.—The newspapers devote a column to these, generally, and a few really good



ones may be permitted. The pupils should be taught to distinguish between wit and its counterfeit. There are humorous things, and we are made to appreciate them, and it will not lower the estimate the pupils have of their teacher if he is known to laugh at the humorous things of life.

10. *Photographs*.—It is the custom of some teachers to collect a set of views of the most distinguished people or of the most remarkable places, and to exhibit these to the pupils at stated intervals. There is an apparatus which we have used with good effect, which throws a photograph on a screen, but that can only be used after some preparation, such as darkening of the room. The plans proposed must be such as can be readily and quickly extemporized. A teacher may show a photograph of queen Victoria, for example, and as it passes around give some facts and incidents of her life. So of Niagara Falls. This amusement deserves very thoughtful consideration.

11. *A Museum*.—A collection of curiosities belongs in the school-room by inherent right. A case should be constructed to be opened on special occasions. A collection of Indian curiosities is always interesting, such as arrow-heads, tomahawks, etc. By exchanging with other schools a very respectable museum may be made. To rest the school exhibit some new contribution, tell who gave it, and any incident connected with its history.

12. *Experiments*.—The teacher may have the materials for some experiments at hand, and with these he can easily attract the attention. Quinine bottles, tobacco pipes, and a few test tubes are easily obtained; a spirit-lamp is needed. Among the experiments may be enumerated—making of hydrogen, bleaching, ignition of phosphorus, making of carbonic acid, testing for starch, making a lead tree. The solar spectrum produced with a prism, cohesion with lead surfaces, etc., etc., always interest. I have a list of over 600 experiments that have been performed with apparatus not costing over \$30. One of 280 experiments when the apparatus did not cost over \$5. A whole chapter could be written on this subject.

13. *Dialogues*.—These may be of a comical kind; they should be short and need no fitting up. One called "The Barber" (see SCHOOL JOURNAL) always produced much amusement. My custom has been to select one, and let two boys or girls learn it, keeping the matter entirely unknown to the rest. At the time I wish some enlivenment I call for volunteers, and the dialogue is brought out.

14. *Charades*.—The same remarks apply to this as to Dialogues. The Charade may be in pantomime or spoken. Sometimes there are pupils who can originate a charade on the spot. Sometimes a historical character is selected.

15. *Music*.—This is the usual resource for weariness, and it always yields pleasure. It may be varied, as the boys singing one verse, and the girls another, etc. Pieces with a ringing chorus are always popular. I had one arranged with a drum chorus which brought many parents to the school. In addition to the school-songs new pieces should be learned, pieces up to "the times." It is a custom in some schools to have music at frequent intervals during the day. As classes go and come let the teacher start a simple melody; it will conceal the noise, and it will give every one an opportunity to utter himself, somewhat, at least.

16. *Opera or Operetta*.—This is a dialogue in which the parts are sung. "The Alphabet" is one well-known:

"Come, my scholars, and let me see  
How well you can say your A. B. C."

There are some with historical themes, others for anniversary days.

16. *Pupils Teaching*.—A teacher will find it will break up the monotony to let the pupils ask

the questions, etc. They can ring the bells, they can attend to the order. This serves many purposes. It gives the pupils an interest they would not otherwise feel; it serves to familiarize them with the subject that is taught, and it diverts the rest. If for no other reason than the last it may be adopted.

The above is but a part of the means by which the pupils may have their flagging interest stimulated. The great thing to be remembered is that the diversion must not be substituted for the regular work of the school. It must be short, too, and it should be well-performed. It may be supposed that "the minds of the pupils will be drawn away from their books;" this is the usual objection; but it is not a valid objection. For it is supposed that their minds are not on their books for weariness. It is now proposed to refresh and amuse, and then attack the studies with more ardor than ever. Pupils can accustom themselves to turn from diversion to study, especially, if most of the diversions are related, as the above are, to the school work. And it will be found that the refreshed mind can study with new vigor and profit.

For the SCHOOL JOURNAL.

### A Few Suggestions.

By B\*\*\*\*.

Along with increasingly warm sunshine, and breezes which, to our eager fancies, seem to blow from off the perfumed banks of a not very distant June; along with sounds which we call "Spring's voice," and silences still more eloquent, in which our inmost natures seem to catch the thrill of a new life, as the first blades of grass or plant greet us from the sod; along with a serious contemplation of this inspiring season and its characteristic influences, comes the reflection that these new impulses of upspringing vitality and eager advance toward healthful air and sunshine, are not confined to the world of things external, but that all true hearts hold a counterpart spring-time, which renders them just now particularly susceptible to all good influences, and full of good resolves.

As teachers we may indulge our reflections yet further, and find that children, whose spirits are most nearly in accord with the spirit of nature, are most visibly affected by this change in nature's mood. At no other season do they exhibit such superabundant elasticity of body and spirit. They "get on springs," as we hear it said.

At no other season are they so full of boisterous glee as now, when after the constraint of the winter, they are allowed freedom of limbs and lungs.

At no other season does a little thing that is beautiful seem to them so lovely, or a disagreeable thing so repulsive.

At no other season do they so naturally note what is going on in the universe around them, or lift to our faces such inquiring eyes.

If these things be true, is not this the time of all times for those having children in their charge to catch a divine inspiration, and throwing aside the fetters of custom which bind to a certain routine of A, B, C and a given number of pages belonging to a given number of books as the necessities of the day, to go back of all that mere books will ever teach and assist nature by leading these wide awake, impressible, curious minds, in the paths to which nature invites them?

Let the first note of the first song bird, or the first warm day which has in it a breath of spring, be the first theme. If you succeed in awaking a new interest in your theme, you have done much, for you have not only directed minds to paths wherein may be found profound truth, but have added a new joy which should be the forerunner of joys innumerable. Let not a leaf show its bright face without a welcome from the children.

Encourage them to look upon every flower as a beautiful gift from God; something to be loved and cared for; something they should always enjoy. Ask them to listen—when with hushed voices they will hear the music of the brooklet. Ask them to look—when their prying eyes will discover a squirrel at play. In short, now, when minds are in a most receptive condition, make it your study to help nature to drop in seeds. Whether your pupils be very small, or more advanced, the principle will be the same, the method only differing, and to the mind of

the true teacher will suggest itself; for very little children soon learn to anticipate all the beauties and wonders of nature with which they are familiar, and it is only left for the more mature mind to direct wisely a spirit of investigation which is sure to have been developed. If it be your good fortune to teach where you enjoy a freedom which enables you to use your own good judgment (provided always you possess that excellent quality,) this course will be very easy, and will certainly be satisfactory. If, however, your privileges as teacher are few, and ignorance and prejudice prevail among your patrons, you will take a secret and sincere pleasure in catching every sunbeam that enters your class room, and in making it render to the eyes and minds of your pupils of its wondrous beauties.

The bright spot on the wall, caused by the reflection of the sunlight from the surface of water in the pail, may, by only a word or two on your part, be made a source of pleasure to children, and though they do not learn the "whys and wherefores"—which of course it is not possible they can at such a time—your object is gained, for you have in a natural way strengthened a natural inclination to inquiry which will eventually end in knowledge, and at the same time have given a subject for thought, and as a consequence of both, have afforded a source of pleasure. There can be no teacher who cannot, without danger of opposition, devote ten minutes each day in some such way. The time should be dependent upon the opportunity, and taken when the opportunity presents itself.

Do not say to yourself, "I will speak of this by-and-by," but take the time when the suggestion comes to your own mind, for it is most likely that is the very time when the minds of the children are readiest to receive the same suggestion.

If you teach in city or town, where Nature is almost hidden from children's eyes, you have a harder task. Yet it is an imperative duty, and you will be able by serious thought to conquer surroundings. There do spring up green blades even between city pavements, and if you yourself really love your work you will manage with very limited means to do a great deal. You can always show your respect and love for flowers by your treatment of those given you, and you can manage to keep a few constantly on your desk or in your hair. Children notice such things so much. Parks are a great blessing to teachers and pupils in these directions. The poorer the class of children under your charge—the worse their characteristics—the more surely is the duty of which I have spoken incumbent upon you and the keener will be your pleasure in performing it.

It may be that the sources of pleasure to which you direct them, shall be to the lives of some of your pupils not vanishing pictures but the straws of purity and goodness to which they will cling, and which shall keep them from perishing in the great sea of vice, until God send some influence strong enough to rescue them.

If such reflections have with you no weight, you may reasonably question your right to your position as teacher.

For the SCHOOL JOURNAL.

### Lessons in Science.

#### LESSON I.

The teacher takes a pencil in his hand and drops it. He does this several times. Why does it fall? I try it with this book, and that, too, falls. I try it with this piece of paper that falls. Now, is there anything that you have seen that will not fall? You answer, No.

Now, we must always find out why things happen; we must know the reason why this pencil falls and why this book falls. How shall we find out? Shall we look into books? No, we must experiment and think. An experiment is a trial to see what results. I shall make some experiments and I want you to make some experiments also. So you may bring to-morrow twelve things in a box and we will experiment with them.

#### LESSON II.

I have a box here, and in it are twelve things—a stone, a match, a piece of cloth, a piece of glass, a grain of coffee, a piece of paper, a piece of cotton, of silk, of lead, of iron, of coal—that is a very good collection.

I shall take up each of these articles. I shall do something with each, and I wish you to watch closely and tell me what I do. (The teacher takes one in his hand, suspends it and releases his fingers.) What did I do? "You dropped it." You do not observe carefully the experiment I made. (He takes another in his hand, suspends it and



releases his fingers.) What did I do? "You let go of it." (If it takes a hundred efforts, let the children learn of themselves that the teacher merely *let's go*; for the fact that another force than his comes into possession of the articles must be apprehended. Each article is treated in the same way and the pupils led to observe that it falls because he does not support it.) What do I do? Watch me. "You stop supporting it."

John may now come to the table with his box. Let us see if the things he has will fall when—what did you say I did? "You stopped supporting them? Yes, that is it. Let us see if John's things will fall if he stops supporting them, or stops holding them up. Try the coal. Does it fall? "Yes, sir." Try the paper. Does it fall? "Yes, sir." Try the string. Does it fall? "Yes, sir." John may be seated. I will ask some one else to-morrow.

#### LESSON III.

Here is my box and I wonder if the things will fall to-day as they did yesterday. I will try the nail. Does it fall? "Yes, sir." What is this *trying* it called? "An experiment." What must we do when we try, an experiment? "We must watch and think." You have been watching, it appears, for you say the nail falls when I stop holding it up. Let us keep watching. I will try the piece of silk. Does it go down? "Yes, sir." I shall now try a new experiment. Watch me. This is what? "A piece of cotton." I let go of it. (The teacher blows with his breath.) Why does it not go down like the nail? "You blew it." Very well. That shows you are watching. But the other day you told me that all things went down if they were not held up. Now it appears they go *sometimes* off sideways. Why is that? You can not tell me. Did you ever see a thing go up when you let go of it? No? (He holds the cotton up and blows it to the ceiling.) You said things went down if we let go of them. But now the cotton is coming down; now it is on the floor. Well, what have we learned from our experiments to-day? "That most things come down." Well, would the cotton have gone down if I had not blown it? "No, sir." Then you are not speaking very accurately. Try again. "The cotton would have gone down if you had not prevented it." That is better.

For the School Journal.

### Geography Lesson.—Illustrated by Use of Pictures.

By Z.

If you have never used pictures in connection with a lesson in Geography, you don't know how much profitable pleasure there is yet in store both for your pupils and self. Suppose the lesson for the afternoon to be in Swinton's Elementary Geography, sixteenth page: *Plains—Mountains—Valleys*. The best method for firmly fixing in the mind of the child an accurate knowledge of these earth-forms, is for him to study them from nature. There are but few schools outside of our cities from which nearly all the varieties of earth-forms cannot be seen; and those teaching in cities who cannot take "Mohammed to the mountain" can bring "the mountain to Mohammed" by means of the molding-board, where the pupils can actually create their miniature plains, mountains and valleys. Previous to this lesson our pupils have been made familiar, by actual sight, with these three relief forms. They have gladly promised to bring in pictures for this afternoon's lesson; and we see by the happy faces that they have as usual remembered their promise. For what child is not interested in pictures! We have cut out a few pictures from some old *Harper's*, thinking, possibly, we might not have as many as we would wish, but on giving the signal to take pictures from their desks, we find we have more; and we could exhaust in many hours. Some have brought in five or six apiece, while others have one; and one little girl has not been very successful, the only picture she could find that would do for the lesson was in a large book, which of course her mother would not let her cut out. Sympathy for the destitute one is immediately aroused, and two or three of the pupils give her one from their number. We then give the pupils a few moments for looking at each other's pictures, allowing them to pass them around. While the pupils are engaged in looking at their pictures and talking about them quietly, we pass around and find that this pupil has "so much about the lesson" in the picture she has brought in—"several mountains"—"so high they have snow on top of them."

Another has a picture of a "Farm scene in Vermont," which she brought because she used to live in Vermont; we lead the child to notice that the sides of the mountains

are beautiful and plant so prettily, and are so different from her neighbor's picture of the snow-capped range—leading her to understand the meaning of the term "mountain-slopes." Another pupil is anxious to show hers, which is a very old picture of "A mill in the valley of the Mohawk;" as there is little in the picture to suggest a "valley"—the mill being the principal part of the picture, we pass it by with only a word or two, and attract her attention to the picture which the one back of her has of the "Convent of the Great St. Bernard," plainly showing the mountain-pass. Here is one who has a large-sized picture of the "Delaware water-gap," which is large enough for all to see at a distance, so we pin it up on the blackboard. After ten or twelve minutes have passed in examining the pictures and talking about them—leading the pupils to tell *why* they selected their pictures—and what they see in a certain picture, more than has been noticed by another pupil—we gather up the pictures for another lesson. At some other time during the day, when we feel that we can take the ten or fifteen minutes, the pupils write a story from the picture pinned to the board, thus uniting a geography lesson, language lesson, spelling, writing and reading lesson, all in one. Children spend days in memorizing geographical terms, the meaning of which they do not understand, when a few moments each day spent in an exercise similar to this would make a lasting impression, and they would learn to know either the object, or the word which recalls the object as readily as they know their own names.

### Longfellow's Birthday.

County Supt. Crist of Union county, Indiana, got up a celebration in Liberty, Feb. 26th, that deserves special mention. An admission fee of ten cents was charged to defray expenses. It began with a letter from Mr. Crist to the poet, and his reply; next a sketch of the poet's life. The following were used as declamations, "Psalm of Life," "Village Blacksmith," "The Ladder of St. Augustine," "The Builders," "Paul Revere's Ride." As recitations: "From my Arm-chair," "Sandalphon," "Resignation," "The Day of Sunshine," "Palaski's Banner," "The Famine." As concert recitations: "Launching of the Ship." As songs: "Beware," "Rainy Day," "Death of Minnehaha," "The Bridge" (this had two guitars accompanying), "The Day is done" (closing). A dialogue: "Miles Standish." Tableaus: "Priscilla," "Evangeline." The teachers of the Union school at Liberty recited "Memory gems." And altogether it was an occasion that will be remembered.

Supt. Crist says, "The work was begun in this county at the Normal Institute beginning July 19, 1880, with lessons each day in literature, and one evening each week spent with some favorite author. This continued for six weeks with increasing interest, closing with the regular county institute work, the last of August. Dr. Peaslee of Cincinnati and others whose souls are in this good work were with us to aid and encourage. The teachers went from the institute to their respective fields of labor full of zeal and spirit for the work—and the result has been most gratifying. Much good has been accomplished, and I am convinced that there is a very great work to be done in this line among the youth all over the land. It is vastly more important to teach the child what to read and to form a taste for pure reading than it is to teach the child how to read. I feel you already comprehend, by the tone of your excellent paper: Are in full sympathy with the movement, viz.: a revival in pure literature, and of impressing its importance upon the minds of the boys and girls.

No rote connected with the subject of education is exciting more attention than that of reading. The belief is becoming general that good reading depends not so much upon the mode of expression, as upon a clear understanding of the subject-matter. One reason why so little has been accomplished in this direction is the fact that teachers in dividing the subject into reading aloud and silent reading, too often regarded the latter division as no part of their province. It is too often the case that pupils are especially drilled upon one or two favorite selections in the reading-book until their reading becomes mere mechanical imitation. Elocution and reading are not synonymous terms. The remedy for this defect is to increase the range of reading. Good oral reading depends upon the skill with which the reader is able to carry his eye ahead of the point where he is reading, to interpret the thought and adjust it to the preceding. This can only be acquired by extensive practice.—*Rhode Island School Report.*

### The Question-Box.

How can we fasten facts in the minds of the pupil? I find that my scholars forget them about as fast as I can tell them when they do not study them for themselves.

M. H. P.  
(The telling of facts does not insure their being learned and remembered. Some years ago the writer listened to a teacher who poured forth facts like a Niagara. He was delighted himself but saw the boys thought it a bore. Why? They were not ready for the facts. Suppose you say, "Boys, the atmospheric pressure on each surface inch is fifteen pounds." Will it be remembered? Or if you say, "a horse-power is 33,000 lbs. raised one foot high in each minute." The better way would be to lead a class to investigate such things. But if you tell them of things seen by travelers they will remember them.)

A and B can do a piece of work in 14 days. A can do  $\frac{3}{4}$  as much as B. In what time will each do it separately?  
W. G.

1. Let B's day's work be 1, then A's is  $3-4$ .  
2. "A's" "1," "B's" is  $4-3$ .

It appears there were expended 14 of B's day's work and 14 of A's. This, according to (1) is  $= 24-1-2$  B's day's work. That is, 14 B's + 10-1-2 B's day's work; or according to (2), reckoning in A's day's work, there was expended 14 day's work + 18-9-3 A's work, or 32-2-3 A's day's work. Ans. A. in 32-2-3 days, B. in 24-1-2 days.)

How can all the pupils be made to sing? I have only a few who like to; the girls will sing, but the boys are silent.

(The only way is to sing a great deal and to sing popular music. I will tell you of a plan I had that proved successful. I took such a piece as the "Mower's Song," and we sung it until nearly all sung, for it sings itself. Then some of Foster's songs followed—"Dixie Land," etc. In a little time all wanted to learn the verses. I kept on until I had created a musical ear. Then we took rounds, "Three blind mice," and the boys joined in out of sport. It is enthusiasm that does it. If the teacher moves around and sings with all his heart the boys will sing.)

Will you be so kind as to answer the following questions, viz.: 1. Are there any schools other than the Normal at Lebanon, O., and Normal at Valparaiso, Ind., that continue fifty weeks within the year? 2. How do these schools compare with each other?  
O. P. L.  
(We were not aware that any normal schools were in session fifty weeks.)

### Things to Tell the Scholars.

(PREPARED FOR THE N. Y. SCHOOL JOURNAL.)

EUROPEAN LIBRARIES.—Vienna possesses 577 libraries, containing together nearly 5,500,000 volumes, without counting manuscripts. The nation which comes next to Austria is said to be France, which boasts five hundred libraries, containing about 4,500,000 volumes. Italy is not very far behind, with 493 libraries and 4,350,000 volumes; and next Prussia, with above four hundred libraries and above 2,500,000 books. Great Britain is reported as having only two hundred libraries.

HUMMING BIRD'S NEST.—The nest is built on a little twig, and scarcely the size of half an English walnut. Both nest and twig are covered with little patches of lichen until it is almost impossible to tell one from the other, and the nest looks like a kind of natural excrescence on the twig. The nest is pliable, like a tiny cup of velvet and the inside is lined with a white substance, as rich and soft as white silk. The little birds are about the size of bumble bees, very pretty, and they sit on a little perch just outside the nest, with open bills, while the old bird hovers over them to feed them.

A KNOWING DOG.—A gentleman tells this story of his dog: On each morning as I leave home for my business, my dog sees me out, and when the door is shut he goes quietly and takes his customary morning nap. But on Sunday morning, no sooner is the street door closed than he rushes up to my bedroom and gets his fore-feet and head out of the window, watches until I return, and when he sights me his joy is frantic. He has been told not to go in the kitchen in the morning, as there is cooking going on, and he always adheres to this rule, but enters in the evening. He never watches out of the window except on Sunday, and never enters the kitchen except in the evening.



## EDUCATIONAL NOTES

## NEW YORK CITY.

**COLUMBIA COLLEGE.**—The trustees design to cover with new buildings all of the available space on the college-grounds, including that upon which the building formerly occupied by the Institution for the Deaf and Dumb now stands. Two buildings will be erected, consisting of the library and store-rooms for books, apart from those occupied by the library. The library itself will be 110 feet in width on Forty-ninth street, extending eighty feet to the rear. The first floor will be occupied with lecture rooms and offices, and the rest of the building will be devoted to the purposes of the library. The erection of permanent buildings is an evidence that Columbia College proposes to remain a city university. By the ability of its teachers, by the immense resources of its collections in art and literature it will attract students from every part of the country.

**PETER COOPER.**—Peter Cooper completed his ninetieth year Feb. 12. The occasion was celebrated by an address, by the presentation of resolutions expressing the gratitude and affection of the students of Cooper Institute and by the assembling of his friends at his residence. Mr. Cooper is held in universal esteem because he is a genuine lover of his race; and his love has been shown by a consecration to good use of all his hard earned wealth. The career of Peter Cooper is an illustration of the effect of American institutions. The freedom of occupation stimulates ambition and encourages perseverance. During his active life he learned and practiced the trade of a hatter, then served his time as apprentice to a coachmaker, then set up the manufacture of cloth shearing machines invented by himself, then engaged in the grocery business, then established in succession a glue factory and several iron works. It is a narrative of quick perception and sanguine, unconquerable courage, freely choosing and boldly pursuing the path that promised legitimate advantage. But above all his other achievements the Cooper Union of Science and Art, with its thousands of students, its corps of instructors, its ample apparatus and collections, its free reading room and library and its free popular lectures, delivered by eminent men in literature, art and science, stands as his contribution to the good of his race. Mr. Cooper not only resolved to establish the institution but selected the site, of which he did not then own a foot, and he bought, lot by lot, and at increasing prices, as the city extended, the block now occupied by the spacious building which bears his name. The Cooper Union has cost, apart from later endowments, \$634,000, and yet his fortune was not destroyed by his liberality, and his life has been prolonged until a generation has grown up around him to bear witness to the fruitful harvest of his labors.

## ELSEWHERE.

**SIXTY-SEVEN** young men have held the position of Fellow at Johns-Hopkins University, and nearly thirty of them still remain there. Most of the others have been promoted to excellent posts elsewhere. President Gilman reports that there has not been, since the institution was opened, a single case of disorder or dishonesty.

**WISCONSIN.**—Colonel E. B. Gray has resigned the superintendency of the Racine public schools, and Prof. O. E. Westcott has been again made superintendent.

The Plattville normal school opened the winter term with 178 pupils in the normal department, 116 in the grammar, forty in the intermediate and thirty-six in the primary.

The next annual meeting of the New York State Teachers Association at Saratoga, July 3, 6 and 7, bids fair to be one of the largest ever held in the State. President Allen and his associates have arranged a strong program. Live issues will be presented and ample time given for discussion. Among the prominent speakers will be Hon. B. G. Northrop, Hon. Charles E. Fitch, Prof. Samuel Tharber and Anthony Comstock. It is expected that President Garfield and Governor Cornell will be present on Wednesday, July 6. A free excursion will be tendered the association to Ticonderoga and Lake George.

**THE WAY TO TREAT AN OLD TEACHER.**—Rev. W. J. Earle, M.A., on resigning his post as sub-warden and head assistant of Uppingham school, has been presented with the following testimonials: A pension of \$750 per annum, voted unanimously by the trustees, a purse of \$1,850 from the old and present boys of the school; and a handsome clock from the masters. Mrs. Earle also has received a valuable piece of plate from the past and present Brooklands boys. Mr. Earle's faithful services for thirty-one

years have very much contributed to the success of the school and will long be remembered by all Uppinghamians.

**OHIO.**—The New Lisbon Normal School will open its third session July 19 and close August 25, 1881, under the charge of C. C. Davidson and G. W. Henry. It will furnish an excellent opportunity for thorough study in all the common as well as the higher branches of education. It will give teachers, those expecting to teach, and to all other classes of students, an opportunity to review those branches in which they feel most deficient as well as the benefit of the latest and best methods of teaching and school management. Good apparatus for philosophical experiments; also, excellent globes, charts, maps, etc., will be accessible. Tuition for the term, \$5 in advance. Good board in private families \$2.50 to \$3.

The law of Missouri fixes the school day at six hours, and the school superintendent of Kansas City has been indignantly protesting against it as barbarous for children from six to ten years old. He adds that if a pupil is kept in after regular school hours, it should only be for the purpose of discipline, and not to learn lessons he had failed to prepare. Study as a means of punishment is radically wrong. Interest in books cannot be awakened by detaining classes after school hours. It creates disgust and abhorrence of school. Teachers and pupils both ought to leave the school-room promptly at the hour of dismissal. Health is more important than high grades, good scholarship, or even perfect deportment, when obtained by harsh and arbitrary methods.

**NEW HAMPSHIRE.**—The following is the law relating to Town Boards:—At the annual town meeting a Board of Education shall be elected, to be entitled "The Town Board of Education," which shall have and exercise all the powers and duties of the trustees of the school districts. They may abolish the school districts and take possession of the school houses, land, apparatus, and other property used for school purposes, which such district might lawfully sell or convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment a tax shall be levied upon the whole town equal to the whole appraised, and then shall be remitted to the tax payers of such district the said appraised value of the property thus taken. Such town shall then be considered as one district.

The Evansville Courier claims that Indiana has the largest school fund of any of the States. The available fund now amounts, it is said, to more than \$9,000,000. This is the permanent fund drawing interest, the State having \$4,000,000 of it loaned at six per cent., the rest being loaned to individual borrowers in the various counties at eight per cent. The law permits no loan to any individual borrower to exceed \$1,000, and none is loaned to corporations. The security demanded is land of estimated value, exclusive of all improvements, of twice the amount of the loan. There are now at least four applicants for each \$1,000 loaned. The fund is constantly being increased, from \$40,000 to \$50,000 annually, by fine under the penal law of the State. In addition to this permanent fund, the school property of the State was valued at \$11,536,637 last year; this year Prof. Smart estimates that it will amount to something over \$12,000,000.

**ELMIRA.**—Elder Knapp used sometimes to preface his sermons with, "Look out, the devil's loose." Certainly something is loose in Elmira. Not long ago Mr. Beardsley, a confessedly able teacher, was turned out of the principalship of one of the ward schools. Taking pains to make inquiry, we were informed that "Mr. B. was an excellent instructor, a graduate of the normal school." Next we learn that Supt. Merrell has been shown to the door. This is certainly unfortunate for the schools of that city. But the "Board" is probably not after the good of the schools; they have some little axes to grind, exactly what (there is generally a whole stock of them and the educational grindstone is handy to turn) we at this distance cannot discover. It looks more as if the "Board" had friends to reward and some enemies to punish. This is the large ambition of a small "Board." Mr. Merrell is an able man, worthy of the superintendency of the Elmira schools; he was selected by men who knew his worth, now out of office unfortunately. The politicians have the upper hand and this is the result. Is it good for the schools?

It was about the same way in Birmingham. The inquiry that displaced Prof. Farnham never has been written—it won't bear it either. The performances of political boards (not educational boards) would not be believed. And the public—the Elmira public for example—what

does it think about the matter? Well, usually one goes to his farm, another to his merchandise, and each one says, "Am I children's keeper? Behold the Board." And so say we, Behold it.

**SCHOOL SAVINGS BANKS.**—The establishment of school savings banks is originally a French idea. The first school savings bank was established by M. Dulac, a teacher of Mans, on the 4th of May, 1834. From 1836 to 1840 school savings banks were established at Amiens, Grenoble, Lyons, Paris, Perigueux, and several other French cities. The first penny bank in England was established in Greenwich in 1837. School savings banks were established at Verona, Italy, in 1844; in Saxo-Weimar and Wurtemberg in 1846; in Prussia and Switzerland in 1851; in Hungary in 1860; in Belgium in 1839. In France the number of school savings banks is 10,261, with 213,135 depositors. The school amount deposited is 4,246,613 francs. In the fall of 1866 M. Laurent, professor at the University of Ghent, called a meeting of some of the directors of the city schools. He told them that saving must be taught, like virtues, by practice. Children are the best agents of social reform. The future laborers must learn the great importance of small savings. While small savings are of great value to all the children, they are especially so to the children of the poor, who receive more pennies than larger coins, and to whom the habit of saving will be the only means of success in later years. In October, 1866, two communal schools of Ghent had each a savings bank, and savings banks have been introduced into all the city schools. Of the 45,000 pupils of these schools more than 13,000 have deposits each exceeding one franc. From Ghent the savings banks spread over the whole country, and the Belgian system was later introduced in several places in Germany, Holland and Italy.

The following is the method in France: Having made arrangements with the nearest savings bank, the director of the school informs his pupils that he is ready to receive their small savings, and that as soon as the deposits amount to one franc he will transfer them to the regular savings bank. In the beginning of every month the teacher adds the deposits of every pupil and in case they exceed one franc he deposits the even francs at the savings bank and keeps the amounts of less than one franc on the register of the school savings bank.

No pupil can withdraw a part, or the whole of his deposits without the consent of his parents or guardians.

**QUEENS CO.**—The last meeting of the Teachers' Association was held at Newton. The lecture on "German School Life," by Rev. Geo. H. Payson of Roslyn, was amusing as well as instructive. Miss Addie Hicks gave two readings, and Miss Mary L. Borland rendered two comic recitations.

Mrs. Baldwin gave a class exercise in reading script and one in reading print. The pupils (who had been in school but six months) also did some very nice writing on their slates and on the blackboard. Mrs. B. claims that by teaching script before print, the child will not only learn to read very much sooner, but at the same time will learn to write well, and spell correctly, and her opinion was endorsed by several teachers who for a few months past have been using that method.

The discussion of Mr. Leake's paper on "Class Criticism," showed that a large majority favor and would encourage friendly criticism among pupils.

Mr. Williams read a paper on "Teacher's Work."

Miss Elizabeth Blake of Glen Head read a paper on "Training Pupils to Obedience."

Mr. H. S. Moore of Little Neck presented the subject of "Discipline." The discussion touched upon medals, prizes and rolls of honor, but resulted in voting down a resolution to absolutely and entirely abolish corporal punishment.

Comr. Surdam read an address on "Moral Culture," insisting that moral culture is quite as essential as mental culture.

Mr. H. C. Frost of Richmond Hill opened a discussion upon the proper use of text books.

Seth Surdam of Locust Valley, on the subject of "arousing dull pupils" thought that too much of our teaching is over the heads of our pupils, and that if we would arouse ourselves and come down to the capacity of the child, and watch his mental appetite and carefully prepare his mental food, we would have fewer dull pupils to arouse.

The subject of "Ventilation" was introduced by Mr. H. M. Allen of Hempstead, in a paper entitled "Let Them Have Fresh Air," and the discussion following it brought

Copied from the State Ocean.



out several methods of introducing fresh air, but none for driving out foul air.

Iowa.—Geo. L. Farnham is doing a fine work in Council Bluffs. Prof. Geo. Cullison thus writes of a visit to the schools: "During my stay in your city I visited those schools in which the most radical change had been made in the methods of instruction, especially in primary reading. I was greatly surprised and gratified at the results already had, notwithstanding the short time the method has been employed and the necessity on the part of the superintendent of instructing the teacher before she could do the work. The advantages of the new methods I think are:

1. They ignore the military formalities of school discipline and thus free the child's mind from the useless cares of 'right dress,' 'toe the mark,' 'hands up,' 'hands to side,' while he is sufficiently governed and disciplined by the attractiveness of the subject in hand. Under other methods, many teachers spend so much time with 'school discipline,' 'school tactics' and other formalities of the school-room that the very object of the school system—viz., the instruction of the youth—is almost entirely left out. I know it is a very beautiful thing to see a large number of bright little girls and boys on a gala day in the school-room move like clock-work or soldiers on the parade-ground. It is not always the regiment that makes the best parade that can be relied on to storm a fort or take a battery. Nor is that school always the best whose discipline is the best. That school is the best that turns out the greatest number of stalwart, patriotic American citizens.

2. It has always been a great problem with thoughtful educators how to discover methods of instruction that would develop the powers of the human intellect, naturally and according to their comparative importance, and at the same time secure an ability for spontaneous utterance, so that when the thought is formed with a desire to express it, it may be uttered with accuracy, completeness and beauty without effort on part of the speaker. The methods employed in your schools come more nearly accomplishing this important result than any other that have come under my observation."

Prof. Cullison is an educator of many years' experience; has been a popular and successful conductor of institutes in western and southwestern Iowa for many years, and stands among the first in the profession. His opinion is worthy of consideration.

Boston.—It is a pleasant sight to follow in room after room the many forms under which those happy little souls were being led toward the light. There were flowers in the shining windows and pictures on the walls; there were story books and games in the corner; there were pretty slates, with pencils and crayons, and bright wools and dissecting puzzles, and all sorts of bewildering things. If it were not for the rows of desks, with the pretty poppets behind them, it would be hard to believe that the place was a school room at all. A bevy of busy little people were clustered like bees about the honey-comb of blocks in one place; their eyes were sparkling, as they told and listened to stories about five horses in a field, and five boys on a sled, and five cents in a pocket and a dozen other conceits in which five was the principal factor. There were light gymnastics between whiles, during which muscles were unbent and tension loosened. Then another group formed itself around the teacher, at the blackboard, asking questions, volunteering suggestions, plucking at her gown, fondling her hands, springing and hopping in glad excitement as some new thought or fancy about the written word before them suggested itself to their eager little minds. Then there was a swift scattering to the low boards which surrounded the room, in order that they might each fix the still fresh idea in black and white as a basis for future occupation. In another room, the withdrawal of a gorgeous stuffed bird from a box, to be looked at with a view to description, set forty busy pencils at work over forty clean slates, writing down observations almost as fast as they could be spoken. The variety of remarks which could be made by a set of children upon one and the same object showed both originality and precision. The correctness of writing and spelling were simple marvellous; so was the rapidity of thought which was brought to bear on it. There was singing now and again in a sweet and low rather than boisterous fashion, which was in a great and pleasing contrast to the shrieking, shouting vocalism of school music in our childhood days. We saw them learning color from card-board and crow's, precision from arrangement of slate work, facility

of expression from their descriptions of pictures or objects, and certainty of facts from constant repetition of words or numbers which have first been presented in some tangible and reasonable form to their understanding. The child who counts out for himself his five block horses and loses three of them by a wild jump over a fence or a runaway, will not be likely to forget that two are left. And he profitably learns something else at the same time—freedom of speech and an easier use of words at least. He comes with eagerness and avidity to the festival which has taken the place of the treadmill, and picks up his unconscious facts as if he were playing with pebbles and shells on the seashore, instead of being obliged to delve them laboriously from the dark mine of knowledge.

#### FOREIGN.

CAMBRIDGE University has now for the first time in its history examined a candidate in the Persian and Hindustanee languages.

ENGLAND.—The Council of the Society of Arts (London) offer Seven Bronze Medals, and Certificates of Merit for Papers (not exceeding 1,000 words), written by Teachers of Public Elementary Schools and Training Colleges, which shall give an account of the best method practised by the teacher, of the teacher's experience, and the result of the teaching, in any one or more of the seven classes of subjects named below.

The Education Department, in the Code of 1890 (p. 31), classes the following subjects under Domestic Economy for Girls:

The First Branch includes—

- (a) Clothing and Washing.
- (b) The Dwelling—Warming, Cleaning and Ventilation.
- (c) Rules for Health—The Management of the Sick Room, Cottage Income, Expenditure, and Savings.

The Second Branch includes—

- (a) Food—Its Composition and its Nutritive Value.
- (b) Food—Its Functions.
- (c) Food—Its Preparation and Culinary Treatment (i.e., Practical Cookery.)

The Council have resolved to add the subject of Needle-work, which will be exhibited and discussed in the Congress, although it is not classed in the Code as a branch of Domestic Economy.

Only one medal will be given to a teacher, but the subjects taught successfully will be inscribed on the one medal and a certificate given.

The papers must be sent to the Secretary or the Society of Arts by the 1st May next. Each paper must be enclosed in a sealed envelope, bearing a motto, and must be accompanied by an envelope bearing the same motto, and having within it the writer's name and address.

No medals or certificates will be awarded if the papers are not of sufficient merit to deserve them.

LONDON, ENGLAND.—A meeting of the London School Board was held on February 3rd, Sir Charles Reed, M.P., presiding. The following members also were present: Mr. Edward N. Buxton, Vice-Chairman, the Rev. Joseph Angus, D.D., the Rev. Brymer Belcher, M.A., F.R.G.S., Captain Henry Berkeley, R.N., Mr. Wm. Henry Bonnewell, Mr. Sydney C. Buxton, Mr. Spencer C. Charrington; Mr. Edward C. Corry, Rev. John J. Coxhead, M.A.; Miss Davenport Hill, Rev. Joseph R. Diggle, M.A., Mr. Robert Freeman, Prof. Gladstone, F.R.S., Mr. Alex. Hawkins, Jr., Mr. Thomas E. Heller, Mr. Edward Jones, Mr. John J. Jones, M.G.C., F.R.G.S., Sir Ughtred J. Kay Shuttleworth, Bart., Mr. Stanley Kemp Welch, Mr. Benj. Lucraft, Mrs. F. F. Miller, Rev. T. D. C. Morse, Miss Muller, Rev. G. M. Murphy, Mr. Wm. Pearce, Rev. Henry D. Pearson, M.A., Mr. George Potter, Colonel Lenox Prendergast, Mr. Benj. W. Richardson, M.D., F.R.S., Mr. Guildford B. Richardson, Mr. Thomas L. Roberts, Mr. James Ross, Mr. J. E. Saunders, F.S.A., Mr. Thomas Scrutton, Miss Simcox, Hon. E. L. Stanley, M.P., Mr. James Stiff, Mrs. Surr, Miss Taylor, Rev. Samuel Wainwright, D.D., Mrs. Webster, Mrs. Westlake, Mr. Charles R. White and Mr. Mark Wilks.

Mr. Heller called attention to the regulations of the Board respecting corporal punishment and moved that the existing rule be rescinded. Reference was made to various resolutions which had been adopted by associations of teachers, expressing as their experience that the present regulations of the Board were productive of much mischief to school interests. Experience had shown that children, in many cases, conducted themselves the better when they knew that punishment was certain to follow the offence.

Mr. White seconded the motion, stating that he was in favor of a moderate and wholesome punishment.

Miss Taylor contended that Switzerland, Norway and France had succeeded in establishing more advanced general education than England had, and had done it without inflicting corporal punishment.

Dr. Richardson argued that corporal punishment was calculated, in the case of children of lymphatic temperament, to injure those scholars for life, remarking that there was wisdom in transposing an old proverb so as to read, "Spoil the rod and spare the child."

Mrs. Surr was of opinion that corporal punishment was the weapon of incompetent teachers.

Mr. Lucraft denied the right of teachers to interfere in the subject.

Mr. Roberts said that the teachers' associations were wise in inviting the attention of the Board to the subject. The practice of keeping children waiting for their punishment reminded one of certain savage tribes who tormented their victims before finally exterminating them.

Mr. Potter stated his belief that it was impossible to maintain discipline in the schools without corporal punishment.

On the motion of Mrs. Westlake, the debate was adjourned.

The Industrial Schools committee recommended thanking the captain of the school ship for certain services. A stormy debate arose. The Board was in a state of confusion at times; amendment after amendment on trivial matters was moved by Mr. Bonnewell and Mr. John J. Jones, which course was repeatedly protested against and characterized as wilful and persistent obstruction. At one stage nearly all the members left the room in a body while Mr. James Jones was speaking, and the latter was called upon by the chairman to take his seat during the usual period of grace (five minutes) to test whether a quorum could be restored. The recommendations of the committee were all carried after a severe struggle, the Board being kept sitting for six hours and a half, many members appearing half exhausted.

The Board decided at last meeting to appoint a seventh inspector. Miss Taylor wanted a female appointed for the post. Miss Simcox moved that the office of seventh inspector be open to qualified applicants without distinction of sex.

Miss Muller was of opinion that preference should be given to a well qualified woman if such could be found. She was of opinion that there were women with special training in some of the Board schools who were fit for such a post. Just as every boy in the United States knew that the Presidency was open to him, and might be stimulated thereby, so would teachers be prompted to greater effort if they knew that inspectorial posts were open to them.

Mr. Wilks could not accept the idea that qualifications being equal, preference must be given to the woman. There was presumptive evidence that a woman might fill the office well, so far as intellect was concerned, in the case of the late Miss Chessar; but while he had known her she never had the physical strength to examine one thousand children in a week, which was necessary.

Mr. Heller was aware that there were some special departments of inspectorial work which could be performed better by a lady than a gentleman, but if one was appointed it would be necessary to appoint two other ladies in order that all the infants and girls' departments might be inspected alike. It should not be overlooked, however, that ladies were most merciless to each other. He was reminded of the little criticisms of one another which had been very prevalent among ladies who had been put into office.

Mr. Hawkins had inquired of twenty-one teachers during the last week, and without a single exception they had declared in favor of a male, as against a female.

Mrs. Webster joined issue with the last speaker. Ladies were quicker in finding out faults in their own sex when visiting schools than gentlemen were. If it were true, as stated, that female teachers had pronounced so strongly in favor of male inspectors, she would be disposed to get rid of the gentlemen, for a wrong tone of feeling was creeping in.

Rev. Thomas Morse contended that there were some moral qualities which it was no reflection to say did not exist among ladies as a rule; they might have intellect, but they lacked discipline, power of organization and other qualities which he need not mention.

Mrs. Miller moved to refer the matter as an open ques-



tion for the consideration of the school management committee, which was carried by twenty four against eight.

The school management committee recommended a number of teachers for appointment, the salaries ranging from £5 to £65.

An instructor in French at a salary of four shillings an hour was authorized. The by-laws committee also recommended that the salaries of several school visitors be increased. These salaries vary from £110 to £220.

## LETTERS.

I write to inform you of safe receipt of premium [gold pencil, which gives complete satisfaction. I also wish to advise with you concerning a school library. The Board of my district have handed me several dollars to be given out as prizes to the best scholars, but this is against my principles. [I teach upon the idea that a hungry man need not be hired to eat if good, wholesome food is set before him. The Institute suggested to me the idea of a library. Now, why cannot this money be so expended as to benefit this community as long as these children live? I cannot get but a few dollars, which will only purchase a small number of books, but I hope these may serve the purpose of the "sad penny," and in a few years a good library may be collected. Certainly it may be done if the teachers have any energy. Will you be kind enough to say what you think of this idea, and whether you can furnish such books as would be suitable. J. M. RICHARDSON.  
(An excellent idea)

I think my school is flourishing finely in spite of obstacles. I have a very interesting Arithmetic class, in Fractions; at one time it did seem almost impossible to make some of them comprehend the meaning of a Fraction, so I thought I would try a plan of my own. I took an apple with me to school and divided it in parts having the class name each part as we proceeded. After dividing into 32 parts we put it together again adding, subtracting, and reducing to a common denominator as we went along, and that class can now answer any question intelligently about Fractions. It was only a little thing but it accomplished more than all the explanations that could be given in any other way. S. A.

The article I send is of necessity very hastily written, but none the less its sentiments are the sincere convictions of my soul, and although I do not mention it, are to my mind a part of the foundation on which the "New Departure" is built. There are so many things unsaid that I am "ready to fly" as the children say, but after all it teachers possessed the spirit of teaching there would be no need to say much. If once a teacher feels his duty, and realizes his great privileges, the word "can't," should be cut from his vocabulary, for there is not much that a continued wise application of correct principles will not accomplish, (accompanied by a patience that can wait, of course.) B.

I am preparing to take a course at Oswego before long. I hope I shall see something in regard to that school in the columns of your paper. The first two schools I taught I certainly succeeded with and delighted in my work. I was requested to take charge of a department in a large graded school which had been very badly managed. I took charge of it, full of hope, without a thought of failure, but I have not succeeded, at least not as I had before. The Principal and Board seem to be very well satisfied, but I am not satisfied with myself, and so disappointed. Still I keep on trying. "Nothing succeeds," you know, "like success."

Do you think I do wrong to reapply for my situation? I cannot bear to give it up, for I must succeed. My school is not disorderly, but I have done so much better before. N. B.

The articles on the first four pages of the Teacher's Instructor have delighted me and satisfied my ideal of a practical guide for young teachers beyond anything I have seen in educational papers. If I could only induce every teacher of this township, whom I have to inspect and visit, to read and utilize the hints in the Teacher's Instructor it would improve our schools vastly.

N. P. COLLINS.

D. D. B. claims to have discovered a new test for numbers divisible by 11. Let him look in Greenleaf's National Arithmetic, page 144, article 189—of the the edition of 1860—and he will find the same. B.

## EDUCATIONAL MISCELLANY.

### "To Every Creature."

I say to thee, do thou repeat  
To the first man thou mayest meet  
In lane, highway or open street,  
That he, and we and all men move  
Under a canopy of love  
As broad as the blue sky above.  
That doubt and trouble, fear and pain,  
And anguish, all are shadows vain;  
That death itself will not remain;  
That weary deserts we may tread,  
A dreary labyrinth may thread,  
Through dark ways underground be led.  
Yet, if we will one Guide obey,  
The dreariest path, the darkest way,  
Shall issue out in heavenly day,  
And we, on divers shores now cast,  
Shall meet, our perilous voyage past,  
All in our Father's house at last.

—ARCHBISHOP TRENCH.

### Virginia.

State Supt. Hon. W. H. Ruffner in his annual report gives an interesting account of holding a University Normal Institute. "It was six weeks in length. The regular instructors engaged were Professor M. A. Newell, Principal of the State Normal School of Maryland, Rev. W. B. McGilvray, Principal of the Leigh Street Public School, Richmond Virginia; and Professor A. L. Funk, Nebraska, all men of experience and skill in the public school work, and all familiar with the processes of the new education." The number was limited to 500. "The most difficult point was to arrange for the boarding and lodging of five hundred teachers at the low rates required by all small incomes; and no little embarrassment was occasioned by the fact, that probably more than one-half the persons attending would be ladies, who would have to be quartered largely in accommodations intended for male students only. My faith, however, in the character of our public school teachers was such that I had but little apprehension, compared with what was felt by many others. Our resources altogether were private boarding houses near by, and the University dormitories, with their hotel and messing arrangements. It was ascertained that the boarding houses generally would charge them fifteen to eighteen dollars per month, but by crowding, a few could receive ladies at twelve dollars per month. The messing system, however promised board and lodging, at ten, or a little over ten dollars per month. Hence messing was determined on as our chief, though not sole, dependence. The University gave all the room free of rent, but a kitchen had to be built, kitchen and chamber-furniture had to be rented, servants hired, and food bought, and a managing committee of teachers appointed, so that the style of living would be such as the parties concerned might desire. The caterer was to receive one dollar a month from each member of the club, and no profits to be charged.

The usual routine was to assemble the whole body of teachers in the public hall at half past eight in the morning, commence with short devotional exercises, follow with two, and sometimes three lectures of forty minutes each on the science and practical methods of school-teaching, interspersed with vocal music, calisthenics, and brief recourses. At 12 M. the school was divided into eight sections and marched into as many lecture-rooms, to be further instructed and drilled by repeaters, who were selected teachers of ability, and in some cases County and City Superintendents, and who acted under the supervision and with the assistance of the regular instructors. At 5 o'clock P. M. the school was again assembled in the public hall to listen to a lecture from some one of the University Professors. The total enrolment of the actual school was 467; of whom 312 were ladies, and 155 were gentlemen.

Many of the teachers were from our large cities and towns, Petersburg leading in number, and those teachers were already practicing many of the improved methods, which were entirely new to the great mass of our teachers. But there was a great amount of instruction given which was highly edifying to all, and in respect to the large majority of those present the whole course of instruction was in all parts highly valuable and interesting. This

point was most emphatically demonstrated—namely, that there is among our Virginia primary teachers a widely diffused desire for professional education. And it is to be earnestly hoped that this effort—imperfect as it was, will rapidly hasten the time when our legislature will see the wisdom of at least allowing a little of the school money to be used for the vital work of improving the quality of the teaching in our schools. A normal institute, such as has been described, is not a good substitute for regular normal schools with courses of two or three years; but it is important as a provisional enterprise until something better can be done."

### Boston Letter.

The debate over the question of corporal punishment has led to good results. There will be less whipping. One principal told me that he punished very little, but that now he must stop it entirely. In the debate the majority report certainly had the best arguments. Think of trying to induce people to go backwards! No; whipping is doomed! One of the supervisors said: "There is not money enough in Boston to hire me to do what I did twenty-five years ago; but I really thought I was doing God's service then, but I see clearer now."

A principal said, "It was at last seen to be, what it was and is, an appeal to the lowest motive that can actuate rational beings to do right, the fear or the suffering of physical pain." Horace Mann, while in Leipsic asked Dr. Vogel, one of the most distinguished educators in Germany, whether corporal punishment was still used. Dr. Vogel answered that it was still used in the schools of which he had the superintendence. "But," thank God, it is used less and less; and when we teachers become fully competent to our work it will come altogether." All the principals in the Boston grammar schools, where corporal punishment is still allowed, have, with one exception, stated that it is mostly inflicted by substitutes or by new and inexperienced teachers. It is conceded that good teachers rarely, the best teachers never, resort to it. In France, it was abolished by law in 1850. In the Austrian Empire it was abolished by law as long ago even as the last century.

The average attendance of boys in our grammar schools during the school year of 1879-80 was 12,976, and the number of reported corporal punishments dealt out to those boys was 10,973. Messrs. Fallon and Finney propose that corporal punishment may go on, but the principal shall keep a record of every such punishment, the name of the pupil, the offence committed, and forward a transcript of such record monthly to the school board.

Mr. George B. Hyde presented a minority report. He quotes John D. Philbrick, who declares, "No effective substitute ever has been devised, here or elsewhere, which is not attended with greater evils than those which result from proper use of corporal punishment." And then he followed with a third of a hundred ponderous reasons for "hiding" the boys. Among these he says: "Distinguished teachers in all the past have contended, with almost perfect unanimity, that corporal punishment is necessary to secure efficiency and good government in education." Is this so? What says Dr. Thomas Hunter? "The proud position of the Boston schools in past years, at home and abroad, has been owing not only to thorough and systematic teaching, but also to that firm and uncompromising discipline which has given reputation and success to our school system far and near." That is ten thousand whippings per year! But in spite of these objections, the whipping-post has been abolished in Boston—for the principals won't send in reports. M.

### Education and Crime.

Statistics on this subject have been gathered in France. The Criminal Court reveals the condition of primary education. The causes which lead man to crime are so complex that it is impossible to draw any reliable conclusion from the comparison between literate and criminals, and between literate and illiterate criminals. If ignorance and vulgarity push man toward crime, the violent passions, the vices of human nature, and the temptation arising from the accumulation of wealth and the centralization of population, exercise, in certain cases, a still greater influence. When we study the French criminal statistics by departments, we find that crimes against the person are especially numerous in the southern sections; crimes against property, especially frequent in the wealthy regions, and one is led to attribute

Copied from the Teacher's Instructor



the frequent occurrence of the former crimes to the violence of the passions, and that of the latter crimes to the temptation of wealth. But the criminals are recruited to a large extent from the lower strata of society. If primary education were sufficiently spread, it would have penetrated those lower quarters, and all the criminals would at least be able to read and write, like the rest of the population.

This table shows the degree of education of French criminals.

OF 100 CRIMINALS.		YEARS.	
Were illiterate.	Could read and write or at least read.	Had received a higher education.	
1826 to 1830, 61	37	2	
1831 to 1835, 58	39	3	
1836 to 1840, 57	40	3	
1841 to 1845, 55	45	3	
1846 to 1850, 51	46	3	
1851 to 1855, 48	49	3	
1856 to 1860, 43	55	2	
1861 to 1865, 37	59	4	
1866 to 1870, 30	61	3	
1871 to 1875, 31	65	4	

According to the census of 1872 the total population of France is 36,102,921. Of this number, 13,324,801, or 36.9 per cent (including 3,540,101 infants under 6 years of age), can neither read nor write; 3,772,603, or 10.5 per cent, can read only; 18,682,749, or 51.7 per cent, can read and write; and of 322,763, or 0.9 per cent, the degree of education is not known.

It is essential to take into consideration the moral training and animus of the teachers. This is precisely the point of the attack made by M. Ferry upon the monkish schoolmasters, and the instruction of the nuns. He maintained that the instruction given in these schools, heretofore largely sustained by the State, was shallow in everything but superstition. He was determined to wrest education from the hands of those teachers whose incapacity and bigotry were attested by the results of their instructions. In 1872 the number of schools of all kinds was 70,179 and the number of pupils 4,722,754, or 19.4 schools and 1,203 pupils for every 10,000 inhabitants. In 1877 the number of schools of all kinds was 72,217 and the number of pupils 4,918,890, or 19.6 schools and 1,320 pupils for every 10,000 inhabitants.

The laws of the republic have increased the teachers' salaries, the minimum being now 900 francs for male teachers and 700 francs for female teachers. Male teachers who have been in service twenty years are entitled to a pension of 600 francs, and female teachers to 500 francs.

In 1878 the government appropriated 60,000,000 francs for the erection of school houses. In 1879 every department received a female normal school.

### Charles Morgan.

By B. G. NORRIS.

Mr. Charles Morgan died in New York, May 8th, 1878, at the age of eighty-three years. Born in Clinton, Conn., in 1795, family necessities compelled him to support himself when only fourteen years old. Commencing life thus early, for himself, as a clerk in a small grocery shop in New York, he finished it as a millionaire at eighty-three. He never ceased to regret that his only school training was that afforded under fourteen years of age, in the common district school. By his fidelity and economy, he had gained enough to start a ship chandlery store before he was of age. Ultimately the sole owner of the Morgan line of steamers between New York and New Orleans, and of the extensive line of steamers engaged in the Texas trade, and of the New Orleans and Great Western Railroad, he regularly gave employment to over 5,000 men.

One of his greatest discouragements was the loss of steamers along the treacherous and shifting coast of Texas. In rapid succession nine of his iron steamers were wrecked, and all without insurance. He at once built other and better ships, and in advance of the United States Coast Survey, he kept the coast so frequently surveyed that, for twenty years prior to 1873 he did not lose a vessel.

He once said to me, "Though I have handled a good deal of money, no equal amount ever gave me such genuine gratification as that bestowed on the Morgan School." The Morgan School has already accomplished larger and grander results than did Yale College during the life-time of its first president.

During his last sickness he thought and spoke and did much for the Morgan School. His last gift to it of one hundred thousand dollars was made but a few weeks before his death. The total of his expenditures for the School, including the statues at Clinton and Yale, the building, endowments, and gifts for prizes, was nearly three hundred thousand dollars.

His interest in it increased to the last. Every anniversary of the school and each succeeding year witnessed some new gift to it, or some liberal present to the scholars.

### The Garden of Eden.

The Assyrian scholar, George Smith, says: "In the Inscriptions, Kar-dunias is repeatedly referred to. This means 'Garden of Dunias,' but the position of Kar-dunias is quite uncertain.

The Tree of Life, which was kept by cherubim and a flaming sword that turned every way, placed by the Lord God on the east of the Garden of Eden is also referred to in the inscriptions. In the creation-legends these say there was a sacred Grove of Ann, which was guarded by a sword turning to all four points of the compass.

"This mysterious tree is drawn of medium height and rather pyramidal shape, expanding to its apex in a tuft of large leaves, where, as well as throughout its trunk, numerous branches terminate in a pine-cone like fruit. It is always accompanied by personages. So, too, the Tree of Knowledge, though not yet directly described in the inscriptions is pictured on an early Babylonian gem. A simple-stemmed tree produces two kinds of branches, those toward the top bearing leaves, but the two lowest yielding fruit. On either side are seated human figures; at the right: man, man; on the left, woman. Behind the woman rises a serpent upon the extremity of its tail, and in compliance with whose directions both woman and man reach out a hand to pluck the drooping fruits."

Dr. J. P. Newman visited this portion of the world, and says: "We landed in Eden, and stood upon its sacred soil. Walking to the utmost point of the peninsula, so narrow and dry, I stretched my right hand over the Euphrates and my left hand over the Tigris. We wandered through the palm-groves, crossed the brooklets that flow through the garden, watched the doves as they flew from tree to tree, listened to the birds of Paradise carol the melody of their song, read the second chapter of Genesis, and sung the old doxology in the palmy groves of Eden. Ascending to the balcony of an ancient minaret, fifty feet high, we looked out on fields green with grass and beautiful with flowers, over an area of many miles, whereon are the date-palm and feathered bamboo, and on the four great rivers—the Euphrates, the Tigris, the Jabb, and the Shat-el-Arab."

### Godless Schools.

Some of the English papers have been discussing the question of popular education, especially non-ecclesiastical schools. Dr. J. H. Rigg, of Westminster Training School, London, makes representation of the subject with an array of figures, that seems quite terrible.

St. Louis is described as a city of 350,000 inhabitants, with only 17,000 members of Protestant churches, Roman Catholicism being the dominant religion of the place. And yet the Bible and all religious services are excluded from the public schools. Protestant youth of the city are under the tuition of these educational organizations during the most important and impressive period of their lives. The churches have but little hold upon their young people. This may find its explanation in the studied exclusion of the Bible and all devotional exercises from the schools. If we submit to a godless system of education, controlled and enforced too often by barroom politicians, infidels and atheists, what else can we expect? "No wonder in such a city infidelity abounds!"

We ruthlessly accuse children of being idle when they will not take to books, but will persist in preferring to "look about them" and listen to what other people are saying, and to direct their attention to what in their estimate are novelties, and in our estimate are commonplace things. Until the mind has acquired such a knowledge of surrounding objects as shall make it master of all that is connected with the circle in which it moves, everything that is artificially thrust into it, or upon it must of necessity displace some knowledge that was coming to it naturally, and which, if the knowledge be proper, useful, and

good, ought not to be displaced. The brain, even at its best, is only capable of taking in a certain measure of knowledge. The power of the brain to receive impressions—the quality of the organ, in other words—shows itself in the capacity it exhibits for absorbing the external world. Quickness of perception indicates a brain ready and facile at absorption; dullness indicates smallness of the brain, or quality that does not receive. But under our present systems we commonly treat both conditions as one; we spur on the precocious child because it is precocious, and we spur on the dull child because it is dull. In both cases we err. When the mind is easily influenced the danger usually consists in pressing its powers too far, in making a show and wonder of what can be done. When the mind is dull and stupid, it is often filled to repletion before the earnest teacher is conscious of the fact; it is thus overburdened and worn by the pressure but it is not instructed. For the reasons given, I have always persistently opposed the special prize system in schools and colleges. As a teacher and a student, I can recall no single instance in which noted prizemen in youth care away more than other men the prizes—that is to say, the successes—of after-life. I have, however, many times known the successful prizeman in the class to be the least successful afterward, and as often have known the ordinary man in class come out as the best man in life. Overwork in the child and in the student defeats therefore its own object.

### CITY NOTES.

**SYMPHONY CONCERT.**—The concluding concert of the Symphony Society's season will be given Saturday evening, April 2d, at Steinway Hall. On the programme, which is a most interesting one, is Wagner's overture to the "Flying Dutchman."

**MUSIC FESTIVAL.**—The activity which is displayed by the societies which will take part in the May music festival is a good sign of the progress which is being made in the preparations for the event of the season. Four evenings will be devoted to the large choral works, and three afternoons to general music, orchestral and solo.

**MR. RUMMEL'S RECITALS.**—The second series of piano recitals which Mr. Franz Rummel has projected, will run through the month of April. These afternoon concerts at Steinway Hall have enabled New Yorkers to become better acquainted with Mr. Rummel's admirable technique and artistic manner of playing.

**MR. STODDARD'S LECTURES.**—The daily papers should be consulted for the subjects and dates of the courses of lectures, morning and evening, which Mr. John L. Stoddard will give at Chickering Hall. They will be illustrated by views of the places which form the topics for the lectures. Tickets can be secured at Schubert's.

**MISS SANBORN'S LECTURES.**—Two new lectures by Miss Kate Sanborn are announced for April 5th and 12th, at Dr. Howard Crosby's church-parlor, Fourth avenue and 22d street. As they take place in the afternoon at three o'clock, they will be especially pleasant for ladies to attend. The subjects which Miss Sanborn has selected are "The old Miracle Plays" and "Literary Frivolities," and we are sure they will be delightfully treated. Single tickets, 75 cents; course ticket, one dollar.

**AMERICAN WATER-COLOR SOCIETY.**—We are glad to see the prosperity with which this society enters upon a new year. At the annual meeting held the other evening at the Academy of Design, Mr. T. W. Wood was elected president, Mr. Henry Farrer secretary, Mr. J. C. Nicoll treasurer. For board of control, Messrs. Colman, Bellows, Fredericks and Smillie. Three new members were added to the society—Messrs. Sonntag, Beckwith and Hoven-den. The receipts for the year just closed are over thirty-three thousand dollars.

**CINDERELLA.**—Do you know that the story of Cinderella is one of the oldest stories in the world? It has been told to delighted youngsters for thousands of years, and by almost all races of people. There are, of course, some little differences in the story, as told by different peoples; the French, for instance, have a cow for the good fairy, and when the animal was about to be killed she told Cinderella to collect her bones into her hide, and to wish over them for anything she wanted. As the Scotch tell it, a dying Queen gave her daughter a "little red calf," which was killed by the cruel step-mother, and over its bones the child, Roshinoot, as she is called, wished for her three dresses.



## FOR THE SCHOLARS.

## A Thunder Storm.

Nearly every person has witnessed a thunder-storm; some are affected by fear, others admire and wonder. The coming on of the darkness, the hurrying on of vast masses of black clouds, the sudden flashes of lightning, the terrible thunder, the wind and the rain that follow each other in swift succession—all these are very wonderful and strange. The ignorant and the timid shrink from witnessing them; the philosopher watches every change and investigates the cause; the poet describes it. Byron's "Childe Harold," contains a description of a storm on Lake Geneva that has hardly been surpassed.

The sky is changed—and such a change! Oh night,  
And storm, and darkness, ye are wondrous strong,  
Yet lovely in your strength, as is the light  
Of a dark eye in woman! Far along,  
From peak to peak, the rattling crags among  
Leaps the live thunder! Not from one lone cloud,  
But every mountain now hath found a tongue,  
And Jura answers through her misty shroud,  
Back to the joyous Alps, who call to her aloud!  
And this is in the night; most glorious night!  
Thou wert not sent to slumber! Let me be  
A sharer in thy fierce and far delight—  
A portion of the tempest and of thee!  
How the lit lake shines, a phosphoric sea,  
And the big rain comes dancing to the earth!  
And now again 'tis black—and now, the glep  
Of the loud hills shakes with its mountain mirth,  
As if they did rejoice o'er a young earthquake's birth.

—Scholar's Companion.

## Work and Workmen of New York.

BY A COMPANION REPORTER.

One day during the winter, I accompanied Mrs. A. Elmore when she was arranging for one of her songs, and as I now look at the six pages so beautifully done, I wonder if you would not like to know something about the many pairs of hands employed to perfect one song.

First, the words were written, then the melody was arranged on music MS. paper. The MS. being ready we went away "down town," (which means in New York toward the bay)—into a narrow street where the sun only finds the pavement for a short time on the brightest days, so high are the buildings. Up several flights of the dark, dingy stairs, and halls of the immense building, which is deserted at night, but crowded all day with noise as well as working people—and in a long room dingy from the long use of leaden type we find the mysterious Geni, who will begin to prepare the plates for the printer. The proprietor is genial, the kind of man that little girls like and little boys do not fear to ask questions of. He looks over the MS., inquires when the plates are needed, states the price of the work, and then invites us to look at a workman who is setting up a song from the famous play, "Billie Taylor." John is as good natured as his employer, and chats away as lively as though he were not at work while we look over his shoulder. His eyes are on the MS. before him, while his fingers are going from one little tray to another, and then back to the composing stick in his left hand—"click" goes a little piece of metal at every motion of his right hand, and the thumb of the other hand presses the piece into its place.

The music is set up from left to right, the five or ten lines with the notes and words that belong to them being built piece against piece like the walls of a house.

"What a good memory one must have to know where all those little bits are."

"You are quite right about that, answered John, laughing. "We use nearly four hundred different characters."

"Are there many music composers?"

"Only about twenty-six or eight in this city, it is a very difficult business."

"The time required to learn must be much longer than for book type."

"I was four years at it before I could set up a piece correctly."

Then he ceased work and showed us the different sizes and styles of type.—The old fashioned square notes which were used first in printing music are called "ecclesiastical notes" and are used in the chants and anthems of the Catholic Church.

When a page is all set up and wedged tightly into an iron frame, it is said to be "locked up." A "proof" is then made for the author, the music is corrected, and the type is sent to the foundry. This face is there pressed into wax—then it is removed and the "impression" brushed over with black lead. Then it is put in an electric battery which covers the black lead with a very thin copper-plate, too delicate to print from; that is filled on the back with type metal, and is then

said to be "backed up," the edges of the plate are smoothed off, and it is ready for the printer, who rubs the music paper through the press, and sends it to the lithographer for the title page, and the plates are put away in a grooved case until the next edition is needed.

There is also a method of engraving music on plates especially prepared for that purpose, which is also "a trade." There are but few skilled workmen in that branch of industry and a still less number are skillful music printers.—Scholar's Companion.

## How Nelly Spoke her Piece.

BY DAISY RUSSELL.

Mrs. Gray was sitting in the parlor at home, when the door flew open, and a little girl burst in, with cheeks glowing, and hair flying—

"Oh Mamma," she began, "we are going to have a reception, and Miss Rose says I can speak the 'Fairies.' She has been practicing us this afternoon."

Nellie Gray was very much excited and elated at being chosen to perform. Her father heard her recite her piece and the day before the reception she spoke before the whole family. Her brother Rich said, "I'll have the florist make me a big bouquet to throw to the best speaker."

When the time came, all the Grays went to the reception. The room was full. Her piece was near the last and Rich could not believe his eyes when he saw a demure little maiden come forward with a large white kerchief over her shoulders and crossed over her breast, and daintily buckled shoes. Could this be Nelly? She did not falter or make a mistake, and Rich threw her the bouquet. The applause of the audience brought Nellie back, and another bouquet was thrown to her. With one in each hand she left the platform. As it happened that Nelly was the only one having two bouquets, she was quickly surrounded by her admiring school-mates. The reception was succeeded by a collation. Rich insisted on treating the whole of the family to ice-cream.

"What are you going to do with your flowers, Nelly?" asked Mrs. Gray.

"I guess I'll keep the one Richie gave me, but the other I'd like to give to that little lame girl, Mamma; the one that lives on Green street; she used to be in my class, you know."

Mrs. Gray nodded to the bright little figure before her, and Nelly ran off to get her flowers. She was soon in the house of her class-mate telling her of the wonders of the reception. How she had to stand before all the people, and how her grandmother had worn the same shoes, and kerchief and dress, fifty years ago at a party. And lastly how the flowers were thrown to her—two bouquets.

"Just recite a verse or two to me," said Jennie; so Nelly made a bow and recited a couple of verses. To show how she looked when trying to make her little friend happy. "I wish I could draw a picture of her."

## THE FAIRIES.

Up the strytmountain,  
Down the rushy glen,  
We daren't go a hunting,  
For fear of little men,  
Wee folk, good folk,  
Trooping all together,  
Green jacket, red cap,  
And white owl's feather.  
Down along the rocky shore,  
Some make their home  
They live on crispy pancakes  
Of yellow tide-foam,  
Some in the reeds  
Of the black mountain lake,  
With frogs for their watch-dogs,  
All night awake.  
They stole little Bridget,  
For seven years long;  
When she came down again,  
Her friends were all gone.  
They took her lightly back,  
Between the night and morrow;  
They thought that she was fast asleep,  
But she was dead with sorrow.  
High on the hill-top  
The old king sits;  
He is now as old and gray  
He's high lost his wit,  
He goes up with music  
On cold starry nights,  
To sup with the queen  
Of the gay Northern Lights.

—Scholar's Companion.

They now count 20,000 total abstinents in the British army, of whom 8,000 are in India, and a good proportion are officers, chaplains and soldiers, and 10,000 in the navy; and it is believed that half of the 4,000 boys on her majesty's ships are pledged abstainers.

## The Druids.

The Druids were priests who lived in ancient times in England. In the first century before and after Christ the Druids inhabited chiefly Gaul (France), and the islands of Britain. In Gaul their principal seats were in the west and center, or in modern Brittany, and along the Loire, while beyond the channels they were found in Wales and Ireland.

Their characteristics consisted in the adoration of one Supreme Being, in the belief of the immortality of the soul, and a future state of rewards and punishments. To their sacrifices the bodies of human victims often smoked on the same altars with the carcasses of beasts. Their objects, however, were apparently moral, for they professed "to reform morals, to secure peace, and to encourage goodness;" yet with these high aims they connected pernicious superstitions and pretenses to a magical knowledge. They assumed, says Julius Caesar, to discourse of the hidden nature of things, of the extent of the universe, and of the earth, of the forms and movements of stars, of the virtues of plants, and of the essence, power, and mode of action of the gods. On all these subjects their instructions were conveyed orally, and by means of verses, which required 20 years of learning before they could be well committed to memory. The triads of the Welsh bards are supposed to be specimens of this species of verse. How well or ill founded their pretensions were, it is now impossible to decide.

Some knowledge of the movements of the heavenly bodies, beyond what simply pertained to the regulation of their religious festivals, they unquestionably possessed, inasmuch as they composed the yearly lunations, which suppose acquaintance also with the solar year. In their doctrine of medicine, particularly, there was far more of superstition than of knowledge. To a great many plants they attributed a mystic sacred character, and most of all to the mistletoe, whose salutary virtues, both physical and moral, were such, that they esteemed it an antidote to all poisons and a cure for all diseases. It was gathered at certain seasons with the most formal and pompous ceremonies. As soon as it was discovered, twining the no less sacred oak, the Druids collected in crowds about the tree, a banquet and a sacrifice were prepared; a priest in white vestments cut the twig with a golden sickle, two other white-robed priests caught it in a white cloak, two milk-white heifers were instantly offered up, and the rest of the day was spent in rejoicing. Under similar mystic faith they plucked the marsh-mallow, with the left hand, fasting, and without looking at it, and the hedge hyssop after ablutions, and offerings of bread and wine, barefooted and without a knife. All these plants were regarded as powerful remedies, not only in respect to physical diseases, but to the dark workings of evil. They were carried about as charms, as well as amber beads, which the Druids manufactured for warriors in battle, and which are still found in their tombs.—Scholar's Companion.

## How Chickens are Hatched.

The *Growing World* describes this interesting process as follows: "Take an egg out of an nest on which a hen has sat her full time, carefully holding it to the ear; turning it round you will find the exact spot which the little fellow is picking on the side of the shell; this he will do until the inside shell is perforated, and then the shell is forced outward as a small scale, leaving a hole. Now, if you will take one of the eggs in this condition from under the hen, remove it to the house or other suitable place, put it in a box or nest, keeping it warm and moist, as near the temperature of the hen as possible (which may be done by laying it between two bottles of warm water upon some cotton or wool), and lay a glass over the box or nest, then you can witness the true *modus operandi*. Now, watch the little fellow work his way into the world, and you will be amused and instructed. After he has got this opening made, he commences a nibbling motion with the point of the upper bill on the outside of the shell, always working to the right (if you have the large end of the egg from you, and the hole upward), until he has worked his way almost around, say within one-half of an inch in a perfect circle; he then forces the cap or butt end of the shell off, and then has a chance to straighten his neck, thereby loosening his legs somewhat, and so, by their help, forcing the body from the shell. Then he is ready to eat!"

## HORSFORD'S ACID PHOSPHATE

MAKES A DELICIOUS DRINK.

Dr. M. H. HENRY, the widely known and eminent family physician, of New York, says: "Horsford's Acid Phosphate possesses claims as a beverage, beyond anything I know of in the form of medicine, and in nervous diseases I know of no preparation to equal it."



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**WORCESTER'S DICTIONARY.** New Edition, 1881. Price \$10. J. B. Lippincott & Co., Philadelphia.

The new edition of Worcester's Dictionary just published is a massive volume of 2,058 pages, and commands at once the attention of the scholar. This is the outcome of an effort begun by a modest edition of Johnson's Dictionary in 1828. From that time until his death in 1865 his life was given to indefatigable industry in the fields of etymology. In 1860 he produced his Dictionary of the English Language, the most elaborate of all his works hitherto; and then from year to year he added to its excellencies, until his hand grew still in death. Since his death the work has been carried on, and the volume before us shows the skill, research and good judgment with which it has been conducted.

The new edition contains more than 115,000 words, and each has its pronunciation, definition and etymology given. The plan of illustrating the definitions has been followed and over 1,000 wood-cuts are employed. About 5,000 synonymous words are illustrated. A supplement has been added containing about 12,500 words, most of which are new ones. This is an important feature, because the energy of scientific research has brought a large number of new terms into use, and the ordinary reader will look for their definitions in such a volume as this.

This volume contains a discussion of the principles of pronunciation, remarks on orthography, an essay on the origin of the English language, and several other subjects, more or less elaborately treated.

The works of Mr. Worcester have always had the sincere admiration and respect of scholarly people in America and England. His long and sincere devotion to his special pursuit, joined to the possession of remarkable powers of judgment and a conscientious solicitude for accuracy brought kindred minds to consider his performance; and it was conceded that his philological powers he possessed extraordinary, and his discoveries met with cordial approval.

As a volume for the school room Worcester's Dictionary may be strongly commended. It has a general completeness that will render it available to settle all disputed points. The pronunciation and spelling of words are features that have distinguished the works of Dr. Worcester. But the definition of words is the most important part of a dictionary. To give accurately the meanings of words, to exemplify and illustrate these meanings has been a task most congenial to the author of this volume. A careful examination of the pages of the work shows that each word has been examined with painstaking care. Not only is the origin, relation, derivation, definition and pronunciation given, but the word that is collocated properly with it, and also examples of its use. Thus take *add*. Here two definitions are given to join, and examples under each, one from Shakespeare and one from Locke. Then synonyms follow.

So that this volume may well merit the title of being a perfect book: a book that is invaluable to the student, the man of letters, the philosopher, and the man in active and pressing business.

**THE TEACHER'S MANUAL.** By Hiram O. Cutt. Boston: Thompson, Brown & Co.

This volume is in six parts: The Dignity of the Teacher's Work; Qualification, Con-

cluding Remarks; Common Schools, Rules for the Divisibility of Numbers. In each of these the spirit of the practical teacher is manifest; the directions are broad on sound sense. The volume is one that will be found of service in disciplining, in stimulating, and in elevating a school. The teacher will find suggestions in it for all occasions.

**THE ENGLISH POETS.** Selections, with critical introductions by various writers and a general introduction, by Matthew Arnold. Edited by Thomas H. Ward. London and New York: Macmillan & Co., 4 vols., \$7.00.

This collection is undoubtedly the best compendium of English poetry now to be had. From the great body of English poets those having established reputations have been selected; from these, selections have been made, and criticisms by capable authorities are presented. One hundred and fifty-six authors are included in this collection; and the selections as a whole are well made. The sketches are of great value, and it would not be easy to find a single passage not deserved by one of literary tastes. The amount of scholarly criticism, the skill in selecting the authors and their productions must give this series a great value in the eyes of every one who loves English poetry.

The gathering of those capable of giving opinions on English poetry into a volume for this purpose is the striking feature of this series. Matthew Arnold presents us with a critical sketch of Gray and Keats; Thomas Arnold, of Gower, Lydgate, Occleve and Glover; W. T. Arnold, of Browne, Wither, E. B. Browning and Habington. Among the other editors we find Goarthepe, Prof. Dowden, Myers, Pater, Pattison, Swinburne and Watts. These are all men of eminent literary taste, and their judgment will be valuable to the reader. There are but a part of the thirty-five editors—it must be noticed.

The plan of the work is such that a great variety of opinion is presented; this prevents the closest unity, nor do we know that this is a very desirable quality. That one should deem a certain poet to have shed a powerful influence on his age, and that another should deem his influence to be small, does not detract from the value of these criticisms.

The volumes are well printed in clear and beautiful type and are tastefully bound.

**FIRST LESSONS IN ARITHMETIC.** By Wm. J. Milne. Cincinnati: Jones Brothers & Co.

The author is the principal of the Genesee Normal School and he has employed both the inductive and objective methods. The book begins with "pictures," and the pupil counts the objects. The succeeding lessons go on from the simplest exercises in a most gradual manner. No rules are introduced and the book is put together in a practical and common sense way that will render it popular.

**FIRST LESSONS IN NATURAL HISTORY AND LANGUAGE.** New York: Harper Bros.

In reviewing this excellent work it was stated that it was published by Lee & Shepard. We make a correction, it is published by Harper Brothers. In addition to what was stated in the review we add that we have learned that the method used produces a deep interest in comparing in the minds of the pupils, and this is after all the thing to be aimed at.

**A GRADED SPELLING BOOK.** By H. F. Harrington. New York: Harper Brothers.

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supposes there is such a thing as a child's vocabulary, and it ministers to the development and growth of this. The vocabulary of the child may be steadily enlarged and in time it will become the vocabulary of the scholar. The meaning of words is learned from their connections with other words. A spelling book will be valuable if it employs and re-employs words that are likely to prove difficult. This volume may be characterized as made on sound principles, and as being in a practical shape, and therefore valuable.

**MODERATION VS. TOTAL ABSTINENCE, OR DR. CROSBY AND HIS REVIEWERS.** New York: The National Temperance Society and Publishing House.

Dr. Crosby, Chancellor of the University of New York, delivered an address in Boston, Jan. 10, 1880, in which he said it was an error to assume that moderate drinking of alcohol would lead to drunkenness. This has been replied to by Wendall Phillips and other eminent temperance advocates; and the address and its replies are found in this volume. It is pretty generally conceded that Dr. Crosby has injured the cause of temperance, not only, but has tarnished his fame as well. The truth is, the total abstinence people see there is no half way house. Dr. Crosby, a man of the gentlest manners and finest culture, theorizes that there ought to be. But all drunkards were once moderate drinkers, but they did not stay so.

**HULL'S INVENTIVE FREE-HAND DRAWING.** W. N. Hull, Cedar Fall, Iowa.

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Although but two months of this year have gone by, the list of new publications is a large one. Of the more important works issued in January and February, are the following:

**Art.**—In Scribner & Welford's series of illustrated biographies of great artists, Fra Angelico, Gainsborough, Guido and Fra Bartolommeo. Modern Schools of Art, A. S. Barnes & Co. Handbook of Legendary and Mythological Art, James R. Osgood & Co. **Fiction.**—Don John, Roberts, Brothers; Boyesen's Ilka on the Hill top, Scribner & Co.; MacDonald's Mary Marston, D. Appleton & Co.; Forney's New Nobility, D. Ap-

leton & Co.; Black's Sunrise, Harper & Brothers; Cooke's Somebody's Neighbors, J. R. Osgood & Co.; Ouida's Village Commune, Lippincott's & Co.

**History.**—Duffy's Young Ireland, D. Appleton & Co.; Greece, D. Appleton & Co.; Frederick the Great and the Seven Years War, Chas. Scribner's Sons; Outlines of the History of France, Estes and Lauriat; Green's History of the English People, American Book Exchange; Clement's Egypt, D. Lothrop & Co.; Irving's Columbus, G. P. Putnam's Sons.

**Travel.**—Russia, Rambles Among Hills, Japan, In the Ardens, Scribner & Welford; Across Patagonia, R. Worthington; New Guinea, Houghton, Mifflin & Co.; Across Patagonia, G. P. Putnam's Sons.

**School-Books.**—Venable's Easy Algebra for Beginners, University Publishing Co.; Lind's Easy Experiments in Chemistry and Philosophy, Normal Publishing House; Ahn's Third Latin Book, E. Steiger & Co.; Worman's First German Book, A. S. Barnes & Co.; Outlines of U. S. History, Normal Publishing House; Shakespeare's Romeo and Juliet, Henry Eighth, Ginn & Heath; Taming of the Shrew and All's Well That Ends Well, Harper & Brothers.

**Music.**—Franz, Album of Songs, Perkins' Anthem Harp, Book of Rhymes and Tunes, Curiosities of Music, Oliver Ditson & Co.; Music Study in Germany, Jansen, McClurg & Co.; Tonic Sol-Fa Music Reader, Biglow & Main, Wagner, Schubert, Rossini, Scribner & Welford.

**Poetry.**—Poems by Brougham, J. R. Osgood & Co.; Whittier, Mrs. Craik, Houghton, Mifflin & Co.; Gibson, Lee and Shepard; Library of Religious Poetry, Dodd & Mead.

### MAGAZINES.

The three numbers of *Harper's* for 1881, marvels of the printer's, artist's, engraver's, and writer's art; and this is according to the highest praise, which is completeness and perfectness in the four departments by which a periodical is ranked. The March issue is peculiarly felicitous in its selections of matter which will please every taste. The leading illustrated articles are "Bedford Park," by Moncure D. Conway, "The University of Leiden," by W. T. Hewett, "The Arran Islands," by J. L. Cloud, and "Possibilities of Horticulture," by S. B. Parsons. The son of Mrs. Julia C. R. Dorr, is developing considerable talent in writing poetry, as his tribute to "Richard Henry Stoddard," shows. Maria R. Oakley has a sensible and practical "Talk on Dress," which all ladies will do well to read and think over.

The April *Scribner's* gives the concluding chapters of Mrs. Burnett's "Fair Barbarian," which holds to the last, a delicate charm and fineness of style that have won for it general praise. In an article on "Wood Engraving and the Scribner Prizes" the work of the successful competitors is shown; the winner of the first prize is a young Bostonian, six-



teen years of age. Wm. H. Ridgely, contributes a paper entitled, "New York Attics and House-tops," James C. Beard, writes and illustrates, "Marine Forms as Applicable to Decoration." Edward Strahan has an interesting account of "Greek Terra-Cottas from Tanagra and Elsewhere," with eleven illustrations.

Mr. W. D. Howells has retired from the editorship of the *Atlantic*, and is to have an interest in the firm of J. R. Osgood & Co., of Boston. He is succeeded by Mr. Thomas Bailey Aldrich. Both of these gentlemen have the good wishes of hundreds of people who have become acquainted with them through their writings.

A Greek idyl by George Eber, whose Egyptian romances are at present much read, opens the April *Appleton's*; it is in two parts and will be concluded next month. There is an essay on "Greek Dinners," a story by Vernon Lee entitled, "A Culture Ghost," selections from Ruskin's last book, and a criticism on the Earl of Beaconsfield as a novelist from the *Quarterly Review*.

"Ireland and the Irish" opens the February *Good Company*. It is written by Dr. G. Hepworth, one of the committee for the distribution of the *New York Herald* relief fund. The writer relates his personal experience among the famine-stricken people. Ellen W. Olney's serial, "Rose and the Doctor," closes rather abruptly and in an unexpected manner. Mrs. Lizzie W. Champrey's tale called "The Story of a Lion" is a clever piece of work and will be enjoyed by literary people.

*Education for March-April*, gives eleven valuable papers on subjects suited to its name. The biographical sketch is on Thomas Sherwin, by John D. Philbrick, LL. D., and is accompanied by a steel engraving.

The *Little Folks' Reader* for March contains short stories about Grandmother Green's Visitor, How Robby Come to be Tardy, News Pranks, How the Czar Earned an Apple, How Winifred Learned to Sew, About the Mole, Lady-bird, and a Queer Little Builder.

The *Children's Museum* has enlarged its pages and now has more room in which to follow out its motto of having good reading for the young.

*Kuntel's Musical Review* for March gives two pieces of music, "Dream of the Lily," by J. W. Hertel, and "Life's Lights and Shadows."

One of J. L. Molloy's ballads and an instrumental piece are contained in the *Young Folks' Musical Monthly* for March.

The *March Musical Herald* gives a great many practical articles relating to music in its various forms and three excellent pieces of music: "O Holy Father," tenor or soprano solo and chorus, by Charles Vervoite; "Heaven Watch O'er The," by Ferdinand Hiller; "Consolation," by Franz List.

#### NEW MUSIC.

John Church and Company, Cincinnati, have just published two songs and two pieces for the piano, by popular composers: "Don't forget me, 'Darling,'" by George W. Presley, "What Joy have I without Thee," by H. P. Danks; "Musicalian's Dream," waltz, by C. F. Bert, and a schottisch by C. Ludovic. The price of each of these is thirty-five cents.

**SCHOOL MANAGEMENT.**—A practical guide for the teachers in the school-room by Amos M. Kellogg, New York: E. L. Kellogg & Co., price 75 cents.

This volume is by an educator who has had much experience and who has given in this book many valuable hints to assist the

teacher in the trying circumstances that surround him. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat in the objective style—visiting a school and pointing out its excellent features. It shows how good government increases the teaching power of the teacher, shows the principles that underlie it, and makes valuable suggestions as to the mode by which regular attendance and the co-operation of the pupils can be secured. Discipline, Penalties, Modes of interesting and Employing his pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of retarding it. It is a real addition to this class of works.—*Wtr. Journal of Education*.

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Editor of the *NEW YORK SCHOOL JOURNAL*, and *TEACHERS' INSTITUTE*; formerly Supt. of the Experimental Dept. of the State Normal School, at Albany, N. Y.

With an Introduction by Thomas Hunter, Ph.D., President of the N. Y. Normal College.

This work takes up the most difficult of all school work, viz.: the government of a school, and is filled with original and practical ideas on the subject. It is invaluable to the teacher who desires to improve his school.

## READ WHAT THEY SAY OF IT:

From PROF. M. A. NEWELL, Principal of Maryland State Normal School.  
Baltimore, January 17, 1891.

Messrs. E. L. KELLOGG & Co.,  
Gentlemen,—I have received a copy of "School Management." I have read it with great pleasure and interest. No book of its size that I know of contains as many good suggestions for practical teachers.—Yours truly,  
M. A. NEWELL.

From PROF. WASHINGTON HASEBROUCK, Principal of the New Jersey Normal and Model Schools.  
New Jersey State Normal School,  
Trenton, Dec. 15, 1890.

I have read the advance sheets of Kellogg's "School Management," and am much pleased with the work. Unlike many books of the kind, it is the result of long and varied experience in the school-room, and hence must be invaluable to the young teacher. Every teacher should have it in his library.  
W. HASEBROUCK.

From PROF. W. F. PHELPS, formerly Principal of the Minn. State Normal School, now Supt. of the Winona City Schools.  
Winona, Minn., Dec. 15, 1890.

"DEAR MR. KELLOGG,—I have carefully read the advance sheets of your new book on "School Management," and am strongly impressed with the belief that the book is fruitful with suggestions, and that it will be exceedingly helpful to teachers. To the young and inexperienced it will prove a valuable guide. I hope the book will find its way into the hands of thousands of those who are struggling in the hands of innumerable obstacles to reach a higher standard of skill and influence.  
W. F. PHELPS,  
Supt. of Schools, Winona, Minn."

From PROF. J. W. BARBER, Principal of Public School No. 4, Buffalo, New York.

"I have been favored with the perusal of the advance sheets of Kellogg's new book upon School Management. What pleases me most is the straightforward, common sense style of the work. There seems to be no verbosity, no tedious attenuation of pedagogical detail, but a clear and systematic presentation of the teacher's work; sufficient for direction, advice and encouragement. The book has evidently been prepared with much care, and with an eye covering the entire field of the teacher's labor. Mr. Kellogg is a graduate of the Albany Normal School, and for some years held a professorship in that institution, and we can clearly see in "School Management" much of the spirit and style of that first prize minister of normal schools in the State of New York, D. P. Page. We predict for this new book much popular favor.  
J. W. BARBER."

From the Independent.

As far as we can judge from such inspection as we can give it, *SCHOOL MANAGEMENT* by Amos M. Kellogg, A.M. (New York: E. L. Kellogg & Co.) is a good and useful book. Mr. Hunter, President of the Normal College, in this city, points out its merits much in detail. The book goes on the general theory of making the pupils manageable and leading them to use their minds for themselves and in right ways, and seems to embody the conclusions of a sensible and experienced teacher.

From the Sunday School Times.

None of the professions are so liberally supplied with books upon its own art as the profession of teaching. If we are to believe the teachers themselves, however, but few of these books are of either theoretical or practical value. It is a pleasure, therefore, to be able to commend a really good book in this line. This can fairly be done in the case of *School Management*, a practical guide for the teacher in the school-room, by Amos M. Kellogg, A.M., formerly of the New York State Normal School, at Albany, New York. It is based on experience, and its principles are those of wise and enlightened induction. The whole is very practical, and is done in an unpretentious manner. The author recognizes the existence of a wider world than the school-room, as well as the necessity of something more than the cob-webs of an experienced brain in order to know how to manage a first-rate school. The book is prefaced with a didactic and commendatory introduction by Thomas Hunter, Ph.D., President of the Normal College of New York City.

From the Cincinnati Enquirer.

A practical guide for the teachers on school management has just been issued by E. L. Kellogg & Co., of New York. Mr. Amos M. Kellogg is the author. Mr. Kellogg is himself an educator of wide experience, and in his book has given many hints to assist the inexperienced. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat on this objective style—visiting a school and pointing out its excellent features. It shows how that good government increases the teaching powers of the teacher. Shows the principles that underlie it, and makes valuable suggestions as to the means by which regular attendance and the co-operation of the pupils can be secured. Discipline, penalties, modes of interesting and employing the pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of retarding it. It is a real addition to this class of works of which we have far too few.

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A NUMBER of candidates for schoolmaster's certificates were recently examined in Germany. One was shown a stuffed squirrel and asked, "Where is this species of squirrel to be found?" "In the dealer's window," was the reply. "What is this?" asked the professor, showing another candidate a butterfly. "That's a butterfly, sir." "No doubt, but what kind of butterfly?" "Ach, Himmel," was the answer, "we have so many of them in our parts that we never pay any attention to them!" "It is now four o'clock here," remarked the examiner to a candidate for honors in geography,—"what time is it in London?" "Well, it must be quite as late there," was the reply. "How many square miles does the North Pole cover," was another question to which came the answer, "No one knows. A great many people have tried to go there, but no one has succeeded in the attempt." "How do you teach children the difference between the right and left bank of a river?" "I don't teach them that, because there is no river in our parts." Another candidate was shown a skeleton map, and asked to name a particular mountain, but he observed that the map was a bad one as the names were not marked on it as in the one at home, which was far superior. "Why did the companion of Columbus refuse to go farther?" was another question. "Because," replied the candidate, "they had come to the spot where the ship would have tipped over; for you know, sir, the earth is round!"

#### Libby Prison.

This military jail which the rebels used during the civil war, has lately been sold for \$6,725 and is now used as a tobacco factory. It was thought to be the most secure of the confederate prisons and became quite famous. It still has the sign, "Libby Prison," although very much worn. The iron bars were taken down and sold for old iron after the war. It had nine rooms, but now many of the partitions have been knocked down. On the walls there can still be seen letters and dates which the Federal prisoners carved, skulls, cross-bones, coffins, chains, and other designs are visible. Libby Prison was once a warehouse and owned by a Mr. Libby, and from him received its name.

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3. Who does the best he can do will; Angels do no more. Reverse: Dare to do Right, Fear to do Wrong.

4. Do Your Duty. Constant Occupation prevents Temptation. Reverse: Speak the Truth, the Whole Truth and Nothing but the Truth. These hallways room up stairs. Reverse: Avoid Anger, Envy and Jealousy, & Trust God second me. Reverse: Five Hard Masters—Chewing, Smoking, Lying, Drinking, Swearing.

5. Avoid Idleness. Reverse: I, Hard Study is the Price of Learning. Reverse: The Golden Rule—Do unto others as you would have others do unto you. 6. Dare to say No. Resist Temptation. Acquire Good Habits. Reverse: The Good alone are Great. Live Usefully. 7. Time is Precious. Always Be On Time. Reverse: Be Honest. Value a clear Conscience and a good Name. 8. There is no worse Robber than a bad Book. Reverse: God bless our School. 9. There is no such word as Fail. Where there is a Will there is a Way. Reverse: Never associate with Bad Company. 10. The Lord's Prayer. Reverse: Avoid that which you blame in others.

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## Hereditary Descent.

It is believed by all who examine the subject that children inherit their parents' virtues and vices. The child of a drunkard, has a tendency to drink, unless he is influenced by the degradation of his father. So beauty is inherited. Mr. Darwin, who is an observer of such things says the general beauty of the English upper class, is probably due to their constant selection of the most beautiful women of all classes as wives, through an immense number of generations, the regular features and the complexion of the mothers being handed down to their descendants. It is in this way that we must account for the personal beauty among the ancient Greeks and the modern Italians, for they have a great taste for the beautiful. The prettier woman and the handsomer men stand a better chance of marrying, other things equal, and of handing down their own refined type of face and figure to their children.

Hence, we should expect everywhere to find the most personal beauty where there was the wildest diffusion of aesthetic taste. Very poor people are noticeable for their ugliness. Gaunt hard faced women, low-bred, bulldog-looking men, sickly, shapeless children, live in the back slums of our manufacturing towns. Their ugliness cannot all be due to the fact that they are poor—for the lazzaroni who hang about the streets of Naples are certainly as poor, yet many of them, both men and women, are beautiful enough to sit as models. It is due to the fact that with the poverty there is a want of love for the beautiful. In India, where artistic feeling is universal, almost every man or woman is handsome. On the whole, it seems that the average personal beauty everywhere corresponds to the average general love for beauty in the human breast.

## A Good Housewife.

The good housewife, when she is giving her house its spring renovating, should bear in mind that the dear inmates of her house are more precious than many houses, and that their systems need cleansing by purifying the blood, regulating the stomach and bowels to prevent and cure the diseases arising from spring malaria and miasma, and she must know that there is nothing that will do it so perfectly and surely as Hop Bitters, the purest and best of medicines.—Concord, N. H., Patriot.

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